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ABSTRACT

This paper addresses the problem that gender imbalance in curriculum and instruction contributes to sexism, stereotyping, and bias in schools. The study was conducted in a reading classroom in a grade 6-8 middle school of 970 students in a suburban area of the northeast United States. The program focused on inservice workshops and integration of women's history and gender equity materials to increase awareness of gender bias. The results indicate that when educators are able to identify personal biases in teaching practices and are exposed to gender-fair school programs, they become more conscious of daily teacher-student interactions, instructional strategies, and resources reflecting gender-fairness in the curriculum. Appendices include a resource guide for gender fairness, a sample equity grant proposal, the teacher questionnaire, and suggested goals for implementing gender committees in a school. Contains 51 references. (EH)

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ED 389 633

Promoting Gender Fairness in School Curricula and Classroom Instruction Through Infusion of Equitable Resources, Vocational Programs and Staff Development

by

P. Jean Voorhees

Cluster 48

A Practicum II Report Presented to the Ed.D. Program in Child and Youth Studies in Partial Fulfillment of the Requirements for the Degree of Doctor of Education

NOVA UNIVERSITY

1994

SO 025 312

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Date of Final Approval of Report

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ABSTRACT

Promoting Gender Fairness in School Curricula and Classroom Instruction Through Infusion of Equitable Resources, Vocational Programs and Staff Development.
Voorhees, P. Jean, 1994: Practicum Report, Nova University. The Center for the Advancement of Education.
Descriptors: Gender Fairness, Sex Fairness, School Equity, Gender Bias, Middle School Education, Integrating Women's Studies in Grades 6-8, Vocational Education, Creating Equitable Programs for Girls, Equity Grants.

This practicum addressed the problem that gender imbalance in curriculum and instruction contributes to sexism, stereotyping and bias in schools. The program focused on exposing staff and administration to gender bias in classroom and school practices through inservice workshops and integration of women's history and gender equity materials.

Curriculum committees addressed the areas of: Women's History, Career/ Vocations Programs, and Gender-Fair School Programs. Activities were organized to increase staff awareness to textbook bias, stereotyping and the absence of women's history in texts and classroom lessons. Guest speakers were involved in a Career Day celebration and a week-long program related to the theme "Women in Past & Present Society."

The results indicated that when educators are able to identify personal biases in teaching practices and exposed to gender-fair school programs, they become more conscious of daily teacher-student interactions, instructional strategies and resources reflecting gender-fairness in curriculum. Included in the appendices are the following: a resource guide for gender fairness, a sample equity grant proposal, and suggested goals for implementing gender committees in a school.

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CHAPTER I

INTRODUCTION

Description of Community

The setting of this practicum was a middle school in a suburban area of the northeast. The population of the community is approximately 58,600 with a socioeconomic status of low to upper-middle income. The population of the school system is 9,068.5 for students in grades K-12. The district is comprised of one high school, two middle schools and 12 elementary schools. Until recently, there were two high schools but due to concentrated pockets of minority families occupying areas of the district, the Central Administration and Board of Education made the decision to merge the two schools in order to integrate students of all ethnic backgrounds. The East Campus is occupied by ninth and tenth grades and the West Campus is occupied by eleventh and twelfth grades. The town has retained its agricultural heritage, although there are over seventy different housing communities and apartment complexes which contribute to its culturally diverse population. Currently, the township continues to grow dramatically forcing an increase to maximum size (25 or more students) in elementary through high school classes. The Board of Education recently changed class

size policy requirements from 25 to 30 students at the elementary school level.

Work Setting and Writer

The specific workplace described by the writer is a middle school, grades 6-8. The school's student population was approximately 970 with a teaching staff of over 90 in number, along with three administrators and three guidance counselors. The majority of teachers have been in education for fifteen years or more with forty-seven having received a master's degree and two staff members, a guidance counselor and assistant principal, having received a doctoral degree. The staff was comprised of 54 females and 47 males. The percentage of male teachers was significantly higher at the secondary level compared to the elementary level.

In the areas of science and math, two-thirds of the teachers were male and one-third were female. On the other hand, language arts and reading teachers were predominantly female. Three-fourths of the teachers were female and one-fourth were males in the language arts and reading subject areas. As evidenced in the numbers of males teaching math and science, men in the writer's workplace continue to dominate these subject areas at the secondary level.

The writer's work setting was a Reading classroom in grade 6 which consisted of two gifted and talented classes, one remedial reading class, and two developmental reading classes. The middle school reading curriculum uses a literature-based approach and concentrates on the basal text as the focal point of the program. Trade books are used as a supplement to existing readers but few teachers integrate novels into units of study on a regular basis as observed by the writer and administrators. Although publishing companies are including females and minorities more in their textbooks, as evidenced by the Reading Coordinator, there continue to be more males represented as main characters and dominant figures throughout the text.

Teachers at the middle school function as members of teams with the average teaching teams consisting of four teachers; a math, language arts, social studies, and science teacher. Each of the four teachers are assigned a reading class as a second discipline during the course of daily instruction. The writer was on a teaching team of five members in which she instructs students in the subject area of reading. Even though the original middle school team concept during the 1960's centered on an interdisciplinary approach, this philosophy never came to fruition and so the middle school exercises a separate subject or departmental approach.

As evidenced by the building principals, the majority of teachers continue to use a traditional teaching approach emphasizing whole group instruction and seldom participating in nontraditional methods like cooperative learning, interdisciplinary teaching, or addressing appropriate learning styles for boys or girls.

Most subject area curriculums are focusing more on cultural diversity and the importance of minorities to history and society; however, curricula continue to ignore issues of women. One of the school and district goals last year was to address cultural diversity across the curriculum. History books are now beginning to include women and their roles throughout history, yet the majority of teachers continue to consider the roles of women secondary to those of men in their curriculums. In a quiz on Women in History taken by the Social Studies teachers, three out of four teachers could only identify 8 women out of 30 on the list (see Appendix Y).

Supplementary books, materials and programs addressing women and their contributions to history and society were used mostly by social studies teachers, while other teachers felt their subject areas were inappropriate areas for discussing women and their importance to society, as noted on an informal survey of teachers representing different disciplines. Units of career study in eighth grade stressed traditional

male/female roles rather than looking at how sex roles are changing and how societal attitudes contribute to gender stereotyping and bias.

The school in the writer's workplace was somewhat culturally diverse with 17 students participating in the ESL (English As A Second Language) Program. The writer's school is a magnet school for ESL students and the program contains nine boys and eight girls. The student population of ESL students is 2.2 percent of the total student enrollment. These students meet with failure many times when they are mainstreamed into subjects where concepts are too difficult to comprehend. Even though these students are graded pass/fail, many times they suffer low self-esteem due to lack of achievement and peer problems. The student population consisted of 74.3 percent White, 8.2 percent Black, 8.4 percent Hispanic, 0.3 percent Native American, and 8.8 percent Asian/Pacific Islander.

The total school enrollment for females in grades 6-8 was 456 and for boys was 539. Girls slightly outnumbered boys, as indicated by the district's drug coordinator, in areas related to low self-esteem, drug and alcohol abuse. The present drug-related cases in the writer's workplace included seven girls and five boys. A female guidance counselor shared with the writer a higher number of girls compared to boys who discuss suicide and feelings of low self-esteem.

CHAPTER II

STUDY OF THE PROBLEM

Problem Description

The problem in the writer's workplace was that gender imbalance in curriculum and instruction contributes to sexism, stereotyping and bias. The types of readings students are exposed to minimize the roles of women and minorities. Clearly, teacher expectations and methods of instruction confound these curricular biases. Sex-role stereotyping still pervades many areas of the curriculum like science, math and social studies, and literature books abound with male dominance and tend to limit female authors and biographies of famous women in history and society.

The writer observed a lack of gender balance in curricula at the middle school level in textbooks and supplementary materials selected by teachers. Textbook publishers are addressing issues of women more today due to pressures by women's groups and Title IX of the 1972 Education Amendments which prohibits discrimination in educational institutions receiving federal funds. Yet, sixty percent of the teachers in the writer's workplace do not use supplementary books and materials in order to integrate women and their contributions into the

existing curriculm. The curriculum continues to ignore contemporary female roles and instead stresses traditional stereotypes which portray women as passive and domestic.

The contributions of women and minorities to history and society are many times overlooked except for historical characters like Harriet Tubman, Sacajawea, and Eleanor Roosevelt. Literature depicts males as main characters much more often with females shown as being friendly and helpful but unable to solve their problems. Favorite fairy tales that children have grown up with depict female heroines as having to be rescued by males in order to help them solve their problems and live happily everafter; males are shown as aggressive and brave.

Classroom practitioners continue to use traditional teaching methods and foster competition rather than engaging students in cooperative learning activities. The teacher-student interaction patterns continue to reflect bias in grouping, wait-time, and discipline. Teachers are not cognizant of students' individual learning styles or gender grouping preferences and systematically teach to the whole group through a lecture format at the secondary level. Students, usually boys, who act out in class are given more attention and punished more severely than girls who act out.

Educators, like members of other professions, have been socialized in a culture where males behave one way and females behave another. Sexism is prevalent in our society from books, television and the media to parents, guidance counselors, and schools. Television commercials continue to stereotype females by depicting them as young, sexually attractive girls whose mission in life is to be physically appealing to the opposite sex in an effort to gain their acceptance. Rap music and videos portray women in meaningless roles and criticize them through harsh, inappropriate language which is sexist and demeaning to young women. Yet, girls today seem to feel that sexist language and abuse against women is socially acceptable by both sexes.

The writer's personal experience reflects a culture where girls were expected to behave in a quiet, passive manner as opposed to the boys who acted more aggressively. The writer was encouraged by the family to go into teaching, whereas her brother was expected to become an engineer which requires a more extensive mathematical backgound. Female teachers and friends have shared with the writer that the only careers stressed by their parents and high school guidance counselors were the nursing and teaching professions considered more female appropriate.

Problem Documentation

The problem was that gender imbalance in curriculum and instruction contributes to sexism, stereotyping and bias. Evidence of this problem was supported by a teacher attitude survey, dialogue with staff and principals, a student attitude survey, dialogue and data from guidance counselors, a checklist for evaluating textboks, writer observations, published articles, and dialogue with the district's Affirmative Action Officer.

Supplementary reading books, as observed by the writer and reading coordinator, reflected fewer books depicting minority females on the book shelves of classrooms. One book in four was representative of minority females in the writer's classroom. The writer observed sex -role stereotypes in the literature that reflected past views and expectations of female roles rather than recognizing the present role of women in society.

Female roles in texts continue to be minimized and do not reflect the importance of women and minorities to history and society. As evidenced on a Teacher Questionnaire (see Table I, number 7), 24 of the 35 teachers indicated that less than forty percent of supplementary books and materials about women were used in their classrooms. Of the 35 teachers surveyed, 21 indicated that less than forty percent of their

curriculums addressed the issue of women in active roles. More than half of the teachers surveyed, 21 out of 35, feel that school programs do not address women and their contributions.

Table 1

Teacher Questionnaire Reporting Attitudes Toward Females in Curriculum and School Programs

Subject Taught: _____ Age: ___ Sex: ____		Responses
1.	What percentage of your curriculum addresses the issue of women in active roles?	
	A. 80% or more	0
	B. 40 - 80%	14
	C. less than 40%	21
2.	What percentage of your subject area curriculum include women and their role in history, literature and society?	
	A. 80% or more	0
	B. 40 - 80%	15
	C. less than 40%	20
3.	Do you know the preferred learning styles of each of your students?	
	A. Yes	18
	B. No	17

Responses

4. Which grouping method do you prefer most of the time?

A.	cooperative learning groups	1
B.	whole group	6
C.	flexible small groups	5
D.	combination of grouping styles	23

5. Do you feel that classroom texts depict females in limited or stereotyped roles?

A.	Yes	16
B.	No	18

6. Do you believe that boys show more potential toward certain career choices than girls?

A.	Yes	9
B.	No	26

7. What percentage of supplementary books and materials about women are used in your classroom?

A.	80% or more	1
B.	40 - 80%	9
C.	less than 40%	24

		Responses
8.	What percentage of your minority female students demonstrate low self-esteem and are underachievers?	
	A. 80% or more	6
	B. 40 - 80%	7
	C. less than 40%	21
9.	Do you feel that school programs address the varied roles of women and their contributions?	
	A. Yes	13
	B. No	21
10.	Do you think that minority female students are more at-risk in today's society than minority males?	
	A. Yes	17
	B. No	17
	C. No opinion	1

Note: n = 35. There were 25 women and 10 men responding to the questionnaire.

As evidenced by the writer and subject area coordinators, curricula goals and objectives neglected to address the importance of gender equity in history, literature and other subject areas. Supplementary materials used by teachers were mostly integrated into the social studies curriculum with few teachers in other subject areas infusing women's studies into their subject disciplines.

Building principals shared with the writer that teachers continue to use traditional methods of instruction and do not address individual learning styles. As indicated on the Teacher Questionnaire (see Table I), fifty-one percent of teachers surveyed claimed to know the learning styles of each of their students. Yet, building principals verified through teacher observations, that teachers do not use a variety of instructional strategies addressing different learning styles. After the writer asked several teachers who noted they knew their students' learning styles to explain what the term "learning styles" means, the typical response was, "It's the way kids like you to teach; lecture or small group." Clearly, there is a need to expose staff to the topic of learning styles to help clarify its meaning.

Gender representation in textbooks is fairly well balanced in newer publications but males continue to outnumber females as evidenced by the writer in review of a sixth grade reader (see Table II). Historical figures given in text represented three males to every one female. Authors of stories in text showed 32 males and 27 females, and individuals shown in pictures/illustrations depicted 56 males and 29 females. Males outnumbered females as main characters in stories, 20 males and 15 females. Many pictures showed females in helping/nurturing roles.

Table II

Gender Representation in Sixth Grade Reader

		Female	Male
1.	Authors of stories in text	27	32
2.	Historical figures and well known people in the arts, sports, literature and science	3	9
3.	Number of times individuals are shown in pictures/illustrations	29	56
4.	Individuals depicted as main characters.	15	20

Note: Females were depicted numerous times in company of others in nurturing and helping roles. Pictures representing males were predominantly white males.

Table III

Student Attitude Survey Reporting Sex-Role Stereotyping

Mark all of your answers on your answer key. Make your answer marks heavy and dark. Mark only one answer for each question. If you make a mistake or wish to change an answer, be sure to erase your first choice completely.

a = strongly agree
b = agree
c = not sure
d = disagree
e = strongly disagree

	Responses				
	A	B	C	D	E
	F/M	F/M	F/M	F/M	F/M
1. Studying mathematics is just as appropriate for women as for men.	7/5	1/1	0/2	1/0	1/2
2. Girls can do just as well as boys in mathematics.	9/5	0/1	0/1	0/1	1/2
3. I am sure that I can learn mathematics.	5/6	4/2	0/2	1/0	0/0
4. I think I could handle more difficult mathematics.	1/2	3/3	4/3	2/2	0/0
5. I have a lot of self-confidence when it comes to mathematics.	1/3	2/3	4/2	3/1	0/1
6. I'll need mathematics for my future work.	3/5	6/2	0/3	1/0	0/0
7. Knowing mathematics will help me earn a living.	3/6	6/3	1/1	0/0	0/0
8. I will use mathematics in many ways when I am an adult.	2/6	6/0	2/3	0/1	0/0
9. It's hard to believe a female could be a genius in mathematics.	0/3	1/0	0/1	3/2	6/4
10. Girls who enjoy studying mathematics are a bit odd.	0/3	0/0	0/0	3/4	7/3

	Responses									
	A		B		C		D		E	
	F/M		F/M		F/M		F/M		F/M	
11. I'm not good at mathematics.	0/1		3/0		1/1		6/2		0/6	
12. I'm not the type to do well in mathematics.	0/1		2/0		1/1		6/2		1/6	
13. For some reason, even though I study, mathematics seems very hard for me.	1/1		3/0		1/1		4/3		1/5	
14. Mathematics will not be important to me in my life's work.	1/1		0/0		2/2		4/2		4/5	
15. Taking mathematics is a waste of time.	0/0		0/0		1/0		4/4		4/6	
16. I expect to have little use for mathematics when I get out of school.	1/0		1/0		2/2		2/3		4/5	

Note: n = 20. A heterogeneous group of 10 boys and 10 girls were surveyed. The first number in each column indicates number of female responses and the second number indicates male responses.

A Student Attitude Inventory (see Table III) administered to eighth grade students indicated sex-role stereotyping by students. When students were asked if they have a lot of self-confidence when it comes to math, boys were twice as confident as the girls. Six out of ten boys indicated a positive attitude in math as compared to three out of ten girls. Four out of ten girls were unsure about their confidence in math, and three out of ten girls indicated confidence in math. Four out of ten boys were unsure or strongly disagreed with the idea that a female could be a genius in mathematics.

Table IV

Checklist for Evaluating Sexism in Secondary Textbooks As Reported by the Middle School Reading Coordinator

1. Number of times individuals are shown/described:

		Male	Female
a.	using initiative	7	2
b.	being independent	4	1
c.	solving problems	10	5
d.	earning money	3	5
e.	receiving recognition	2	0
f.	being inventive	6	5
g.	observing	1	0
h.	being passive	1	2
i.	leading	5	3
j.	being fearful	2	1
k.	being helpless	1	1
l.	receiving help	0	1
m.	assisting	2	2

2. Number of times adults are described or shown:

		Male	Female
a.	in different occupations	21	11
b.	with children	2	4
c.	teaching skills	8	0
d.	helping/nurturing others	5	0
e.	commanding and directing	8	10
f.	biographically	6	6

3. Ask yourself the following questions:

a. Are males and/or females pictured described as showing emotion? Yes.

b. Are males and/or females described/rewarded for their intelligence? Yes.

c. Is the male pronoun always used for the third person singular referent? Not noted.

d. Are there any derogatory comments, descriptions or examples directed at males and/or females in general? No.

e. Are males and females both represented in non-traditional as well as traditional roles and occupations? Yes.

f. Are minority and ethnic groups treated naturally instead of stereotypically? Yes

Adapted from Dick and Jane as Victims: Sex Stereotyping in Children's Readers. Copyright © 1975 Women on Works and Images. P. O. Box 2163, Princeton, New Jersey 03540.

A Checklist for Evaluating Sexism in Textbooks (see Table IV) given to the Reading subject area coordinator in the middle school revealed some sexism and stereotyping, but coordinators feel that publishing companies are attempting to eliminate bias in their texts. The checklist indicated a larger percentage of males in leading roles, showing initiative, depicted in different occupations, and solving problems. The coordinator indicated that both males and females are represented as showing emotion, rewarded for their intelligence, and represented in both traditional and nontraditional roles. The coordinator also shared with the writer the differences between the older and newer texts and how the older texts were much more biased regarding females and minorities represented.

The school librarian reported to the writer that more male biographies than female biographies are represented in the school. The ratio is roughly 3 to I in favor of male biographies. Even though there has been a push to increase books relating to minorities, there continues to be less significance placed on women and their contributions to family and society.

The school guidance counselors shared with the writer the higher number of girls compared to boys suffering from feelings of depression. Although the female guidance counselor believes that equal numbers of

boys and girls talk to her about personal and school-related problems, many more girls discuss the topic of suicide. The eighth grade male guidance counselor indicated to the writer a much higher percentage of boys who receive recognition in math and science, although girls usually have higher grade point averages in eighth grade and are the valedictorians of the graduating classes.

The district's Affirmative Action Officer and Vice Principal in the writer's school voiced concern and a need to address the issue of gender bias in schools. She affirmed that few staff were able to accurately predict the percentages of women in different career roles as evidenced on the Gender Bias IQ (see Appendix E).

An article in The Philadelphia Inquirer, (May 2, 1993) stated that children's television routinely portrays stereotypes about women and minorities, and skewed values about sex, drugs and alcohol (see Appendix D). Although schools are making an effort to treat minorities and women more fairly today, the media continues to make a strong impact on children's developing attitudes. Kids go home after school and listen to popular rap music, videos, and TV shows which use abusive language toward females and contribute to the sexism and stereotyping so prevalent in society today.

Causative Analysis

It is the writer's belief that there were four causes for gender imbalance in curriculum and instruction in schools. The following factors strongly influence teaching practices and curricular goals in subject areas across the curriculum:

1. Educators, like members of other professions, have been raised in a society where sexism is prevalent.
2. Few equitable supplementary books, materials and programs are available to teachers so that students can be exposed to a variety of lifestyles, career options or historical contributions of minorities and women.
3. Instructional strategies and classroom practices contribute to sex role stereotyping and gender bias.
4. Poor attention to the needs of a diverse student population in school progams contributes to gender inequality.

Relationship of the Problem to the Literature

One of the problems facing educators today is school equity and the importance of meeting the needs of all students, regardless of race, socioeconomic background, sex, and academic ability. Research reveals that gender impacts on school achievement and that girls' confidence in

math and science decline as they progress through the grades. The messages children receive about their gender, race and class greatly influence how they perceive their own worth and how others perceive them (Grayson, 1984). Students in classrooms where teachers devalue their accomplishments and ignore their potential are at risk for failure, low self-esteem and potential school dropout.

The writer, for the purpose of reader clarification, will define the differences between sex and gender as related to this practicum. "Sex" (as defined by the American Association of University Women, 1993) means "referring to individuals as biologically male or female," and "gender" is defined as "different sets of expectations and limitations imposed by society on girls and boys simply because they are male or female." "Gender fairness" means "treating people of both genders in the same manner." As a society, one can make certain assumptions about what males and females are capable of doing, and project these attitudes onto children through verbal and nonverbal cues, behaviors and values and priorities placed on things.

A review of the research indicated that boys and girls perform differently on most standardized academic tests (AAUW, 1989). On the Second International Science Study Test in 1983, fifth grade boys scored 6.2 percent higher than the girls. Also, on the 1981-1982 National

Assessment of Educational Progress, high-school girls scored higher in reading, but lower in math and science than the boys (National Center for Education Statistics, 1987). Researchers have suggested that differences in intellectual functioning are caused by inherited, sex-linked genes. Although Benbow and Stanley (1980) claimed to have discovered the existence of "male" math genes, the claim was simply an hypotheses based on correlation. Critics said that Benbow and Stanley failed to point out the informal ways boys and girls learn, and assumed that their experiences with math in the classroom were the same.

Other researchers disclaim the notion of a biological gene and strongly urge us to take the sociological factor into account. Theorists for gender-role socialization suggest that boys and girls are socialized to be and act a certain way. Gender roles are the range of activities, attitudes, and emotions considered socially appropriate for men and women (AAUW, 1987). Gender roles are learned behaviors affected by interactions with peers, parents, teachers, and other adults, as well as, through contact with media influences like television, radio and newspapers.

Social scientists agree that the sexes are much more alike than they are different, and those variations within each sex are far greater than variations between the sexes (Newsweek, 1990). Barry & Bacon

(1957) state that sex differences in personality are generally believed to result in part from differences in the way girls and boys are reared. They argue that personality differences are more cultural rather than biological in nature. Girls and boys from infancy are dressed in pink and blue colors to denote sex differences. Toy trucks and cars are bought for boys, whereas, dolls and soft stuffed animals are given to little girls. Beginning in preschool, girls are taught to be quiet and passive and boys are expected to be active and aggressive. According to Perry and Bussey (1984), by age six or seven, children have clear ideas about gender, based on what they see around them, and both sexes strive for conformity with gender-stereotyped roles.

Chapman (1988) states that the recent flood of information regarding innate gender differences is in fact produced by adults' different behavior toward boys and girls, of which adults themselves may be unaware. According to Chapman (1988) schools may be promoting gender-stereotypic thinking and behavior by the courses that are offered; the manner in which students are expected to behave and perform; how students are taught, counseled, and coached; and what personnel policies and compensations are offered.

The preliminary literature review indicates when curriculum and instruction does not reflect the diversity of students' lives and culture; it delivers an incomplete message (American Association of University Women, 1992). Teachers continue to use traditional classroom practices and use whole group instruction rather than stressing grouping strategies which address individual learning styles (Slavin, 1989).

The Center for the Study of Learning and Teaching Styles (1989) concluded that despite a considerable amount of reliable and consistent body of research on the effectiveness of teaching to a student's individual learning styles, schools continue to teach to groups of students rather than individual students within those groups.

According to AAUW (1989), too often classroom practices are consumed by sex stereotyping, as when teachers spend more time with boys in math and science classes, and more time with girls in reading classes. Such subtle messages are powerful enough to alter females' choices about academic preparations, achievement and careers. Research supports the proposition that girls are not getting an equitable education in our schools. Grayson (1984) suggests that males are given feedback directly related to the task, whereas, females are given feedback related to the appearance of their work. She found that effort

statements are used more frequently with males (e.g., "Put forth more effort."). Grayson identified five major areas influencing interaction patterns and achievement in which people are dealt in and/or out of participating in an educational or work setting:

1. gender
2. race
3. national origin
4. disability
5. socioeconomic

Research conducted the past decade has shown that the structure of lessons and classroom interactions create an environment alien, if not hostile, to girls (doubly so for girls from certain ethnic groups and social classes (AAUW, 1989). Preschool and kindergarten rooms are arranged in gender-stereotyped play areas, such as cooking corner for girls and building blocks corner for boys.

During teacher-student interactions, research shows that minority students of both sexes receive less attention from the teacher which decreases self-esteem (Sadker & Sadker, 1982). Teachers believe the ideal pupil is orderly, conforming, and dependent, traits that are also identified with the feminine gender role (Lee & Groper, 1974). This stereotype works against girls because teachers tend to give less time

to them and ultimately discourages girls from more active, assertive learning styles that get students farther in the long run.

Teachers initiate 10 percent more communication with boys in the classroom, again strengthening their sense of dominance and importance (Eccles & Blumenfeld, 1985). Sadker & Sadker (1982) also found that teachers ask boys more complex, abstract, and open-ended questions, which provide better opportunities for active learning. Sadker & Sadker (1982) discovered that teachers are more likely to give detailed instructions to boys regarding class projects and assignments, and are more likely to take over and finish assigments for girls, again depriving them of active learning. The writer has noted how some middle-school-age girls tend to be extremely passive which contributes to a teacher's lack of attention to their immediate needs. Quiet, passive students at the secondary level become almost nonexistent unless a teacher who is consciously aware of classroom interactions is able to break through that barrier and communicate openly with the students.

Students' social relationships often convey messages that girls are less capable than boys. Research shows that classroom interaction between boys and girls is highly infrequent from preschool through junior high school; thus, sex-segregated activities are reinforced (Lockheed & Harris, 1984). Hallinen and Sorensen (1987) found when classes are

divided into groups by ability, boys with high math achievement scores are more likely than girls with similar scores to be assigned to the high-ability group. Within math groups, girls who ask questions of their peers are answered only by other girls; boys who ask questions are answered by both boys and girls (Lockheed & Harris, 1984). When boys and girls work together on science projects, girls spend four times as much time watching and listening, and 25 percent less time manipulating the equipment involved than boys (Rennie & Parker, 1987).

Research reveals three major findings regarding treatment of boys and girls in the classroom (American Association of University Women Report, 1992):

- Girls receive significantly less attention from classroom teachers than do boys.
- African American girls have fewer interactions with teachers than do white girls, despite evidence that they attempt to initiate interactions more frequently.
- Sexual harassment of girls by boys -- from innuendo to actual assault -- in our nation's schools is increasing.

A review of the literature on classroom grouping indicates that collaborative learning is more beneficial for all students. Johnson & Johnson, Slavin and Kagen (cited in AAUW Report, 1991) strongly suggest cooperative learning activities over competitive ones. Comparative research indicates that groups which are mixed according to gender, race and ability levels are more successful than those which are not; heterogeneity appears to enhance learning. Grayson (1984) states that students are motivated to learn when subject matter is useful to them, have confidence in their ability to learn, and appropriate for their age group.

Butler and Sperry (1991) expand on the idea of diversity and state that the separate discipline approach continues to dominate the middle school curriculum, and those subject biases may affect young adolescent boys and girls of diverse backgrounds and enhance their problems. Stiff (1988) stresses that teachers have been taught, like other members of society, that one set of jobs and behaviors is appropriate for boys and another, different, set is appropriate for girls.

The literature reveals several causes for the problem.

a. Much discussion related to gender and learning indicates that schools and teachers (both males and females) are more responsive to boys, their

learning styles and their futures, than to female students (National Association of Secondary School Principals, 1990).

b. Sadker & Sadker (1989) note that boys in elementary and middle school called out answers eight times more often than girls. When boys called out, teachers listened. When girls called out, they were told to "Raise your hand if you want to speak."

There is a body of research indicating that schools teach to males rather than females and females are at risk. Shakeshaft, Gilligan & Pierce (1986) argue that not only are the goals of schooling primarily male and public, but the process by which knowledge is transferred in schools is based on male development. The literature indicates a need for valuing of women's work and ideas. It indicates a need to look at teacher-student interactions, instructional techniques, curriculum materials, and the structure of schools to bring value to the opinions and responses of the female student.

Females generally have a lower self-esteem than males. Gans and Blyth (cited in AAUW, 1993) state that females have higher rates of depression than males both during adolescence and adulthood. In the

writer's workplace, guidance counselors shared data indicating a higher percentage of girls suffering from low self-esteem and talk of suicide than their male counterparts at the middle school level. In a study conducted by AAUW (1991) with a group of 3,000 children in grades 4 - 10, results showed that young people's self-esteem drops during adolescence and this loss is more dramatic and long-lasting for girls than for boys. Adolescent girls are more likely than are boys to have their declining sense of themselves inhibit their actions and abilities, especially in the areas of math and science (AAUW, 1993).

Taxel (1982) suggests that history textbooks, movies, and television programs have been dominated by the perspectives of white, Anglo, middle and upper-class males. Women and minorities were essentially excluded from history books until recently. A review of the literature concludes that males outnumber females in library books and textbooks, and that females are usually depicted in limited and stereotyped roles (Pugliese & Chipley, 1976). Males and females are misrepresented in that they are depicted in stereotyped activities, in stereotyped roles, and with stereotyped feelings.

Nye (1975) states that although specific books do show definite racist and sexist bias, others represent blacks and women realistically without any suggestion of stereotypes. Rose (1973) reminds us that

the role of women in literature is only one aspect of sexism in our society, and that aware educators and parents can demand that publishers provide more than token elimination of sexism in children's books. Shackford (1978) employs dialogue rather than censorship in dealing with the moral dilemma provoked by racist or sexist fiction. Kuya (1978) argues that many new books for schools are more colorful versions of earlier texts depicting racist and imperialist ideas. Other researchers like Snee (1979) suggest that nonsexist books should be included in the curriculum and greater use of biographies about women be integrated.

Children's literature, like other forms of literature, is a mirror of its times according to Wilms and Cooper (1987). Their resource guide addresses the issue of sexism in books and attempts to offer a gender fair selection for teachers to follow. The stories portray sexes as role-free; women and young girls as strong and assertive and boys depicted as thoughtful and sensitive to others' needs. Both sexes are depicted as having the ability to solve problems independently. This is just one of many new resource guides which teachers and directors of curriculum may find helpful.

Teachers need to include books that describe the women's perspective of experience. Weitzman (1972) found males

represented in eleven out of twelve Caldecott Medal winning children's illustrations (cited in Maryland Women's History Resource Packet, 1989). A report by the National Geographic Society (1993) found that of the 57 state and territory winners, 55 were boys; all l0 finalists were also boys.

Studies indicate significant declines in girls' self-esteem and confidence as they move from childhood to adolescence. Rogers & Gilligan (1988) state that girls are quite clear about what they think and feel and know until about the age of eleven or twelve. Gilligan (1982) speaks of the silencing of girls as they move from the elementary grades into junior high and high school. Schools can no longer continue to ignore girls and minorities.* One of the National Education Goals states, "By the year 2000, U.S. students will be the first in the world in science and mathematics achievement." Females and minority males will become the dominant work force of the future and, therefore, their educational achievement is critical to the survival of our nation's economy.

Females are believed to suffer more from math anxiety than males. Grade level has been found to be significantly related to feelings of math anxiety in research conducted by Wigfield and Meece (1988).

Ninth grade students, males and females, were found to feel the most anxious about math while sixth graders showed the lowest levels of math anxiety. However, these feelings may be the result of the commonly accepted attitude that math proficiency is a part of the male domain and that females are not expected to engage in math intensive careers (Singer & Stoke, 1986).

Other research stresses the need to connect education and the world of work. In order for students to be exposed to the variety of career roles for both girls and boys, educators should infuse goals and activities into the curriculum which address issues like racism and sexism (Anti-Defamation League, 1988). Research indicates that gender differences show up in career plans. The National Science Foundation (1990) cited that high school girls, even those with exceptional academic preparation in math and science, are choosing math/science careers in disproportionately low numbers. Only 3.8 percent of girls compared to 17.8 percent of boys go into the engineering field; 14.4 percent of girls compared to 8.9 percent of boys go into the social sciences field.

Young females learn that expressing strong career interests is not considered appropriate female behavior (The New Jersey Life Skills Center, 1992). Lack of knowledge about careers is a deterrent

to females. McLure and Peil (1978) report a general lack of information on the part of female students about careers. Negative social sanctions may be an important contributing factor in the lack of interest on the part of women to pursue nontraditional careers (Pfost & Fiore, 1990).

Students today, more than ever, need to be exposed to nontraditional career fields so that both girls and boys recognize that we all share common responsibilities, and certain job skills should not delimit opportunities due to sex differences. Students with an aptitude for certain careers should be encouraged by guidance counselors, parents, and teachers to pursue fields of interest, rather than shying away from them. In 1974, Congress authorized funding for model sex equity programs through the Women's Educational Equity Act (WEEA) and required states to eliminate sex bias from their vocational education programs (1976). Sex differences in educational preparation and occupational choice continues to persist. Seventy percent of all girls in vocational high schools continue to study traditionally female fields (National Commission on Working Women, 1989). While women made up 53 percent of all college students by 1987, they still received less than 15 percent of all engineering degrees (National Center for Education Statistics, 1988).

Research indicates that by the year 2000, most jobs created for women will be low wage positions, unless some changes are made (Gardner, 1993). Women continue to make lower wages than men with men continuing to dominate in leadership positions. Women with five or more years of college make only 69 cents for every dollar earned by their male colleagues with an equal number of years of education (National Commission on Working Women, 1989). Importance of a woman's education to family income is crucial. Childhood poverty is inescapable without women with high school diplomas. The rate is 87 percent for blacks and 77 percent for whites (U.S. Congress Commitee on Ways and Means, 1990).

AAUW (American Association of University Women, 1989) states that when we ignore girls, we lose sight of critical aspects of social development. Schools must help girls and boys acquire both the relational and the competitive skills needed for full participation in the work force, family and community (AAUW, 1989).

Vocational Options in Creating Equity (VOICE), 1988, suggests a need to respond to disadvantaged students, pregnant and parenting teens, and other special populations in order to keep them from developing education-related problems. They suggest the following

intervention strategies in the prevention of unemployment and underemployment:

- Equip both female and male students with the skills they need to support themselves.
- Encourage all students to consider a wide range of career options, even those nontraditional for their gender. (Female students, in particular, will benefit from this because jobs traditionally held by women tend to be low-paying.)
- Help students understand new trends in society and develop realistic expectations about their work and family lives.
- Provide opportunities for all students to experience some kind of academic and social success to help them develop a positive self-image and meaningful life goals. (Research shows that teens with low self-esteem tend to drop out of school and/or become pregnant.)

Sadker & Sadker (cited in The Star Ledger, 1993) say that many teachers feel uncomfortable with the subject of gender bias and do not believe it exists in their teaching. They argue that boys are encouraged more than girls in school, and that boys are asked follow-up questions

and praised more than the girls. In the writer's workplace, many more girls are on the honor roll in grade 6 - 8, but many more boys receive harsh punishment for their behavior as well as being placed in remedial classes for low achievement. Even when males and females are behaving equally, the males are more likely to get harsher reprimands (Sadker & Sadker, 1982; Grayson & Martin, 1984).

CHAPTER III

ANTICIPATED OUTCOMES AND EVALUATION INSTRUMENTS

Goals and Expectations

The goal was that gender bias will be reduced. The writer expected staff to demonstrate increased awareness to gender bias in curriculum and instruction.

Expected Outcomes

Sexist attitudes of teachers and administrators can have a dramatic impact on school curriculum and teaching practices. These attitudes contribute to sexism, stereotyping and bias toward students and affect student achievement and goal setting. With this in mind, the writer developed the following objectives designed to increase staff awareness of personal bias and gender imbalance in curriculum and instruction.

1. After the fifth month of practicum implementation, three out of five teachers will indicate on a Post Teacher Survey and Learning Styles Inventory increased understanding of students' learning styles, as well as, their own individual learning styles (Appendix I). A group composite of teachers' learning styles at the completion of the sixth

month of implementation on the Learning Styles Inventory will document teachers' participation in the program.

2. Two out of four teachers will report behavioral changes in classroom practices and instruction after the fifth month through implementation of supplementary materials into their curriculums designed to address gender bias. Gender-related materials will be readily available to sign out from the school library and subject area coordinators during two week intervals.

3. Three out of four teachers, by the end of the fifth month of implementation, will recognize sexism and stereotyping in their curricular texts as demonstrated on the Checklist for Evaluating Textbooks (see Appendix G). Teachers will evaluate their texts for sexism and complete a questionnaire after the fifth month of implementation.

4. Three out of four eighth grade teachers will demonstrate increased awareness of women, men and minorities in nonstereotypical career roles through participation and attendance in an eighth grade Career Day celebration.

5. Three out of four eighth grade language arts teachers will indicate increased awareness to nonstereotypical careers for men and women through infusion of supplementary career units to existing units of study. The writer will assist the language arts coordinator in disseminating career materials and organizing a Career Day to include nontraditional careers for men and women.

Measurement of Outcomes

Three out of five teachers on a Post Teacher Survey would indicate increased understanding of students' learning styles, as well as their own personal learning styles (Appendix G). The assessment instrument consisted of written multiple choice and open-ended questions given on a post survey developed by the writer. After the fifth month of implementation, teachers were to be asked to complete a written survey expressing their honest feelings and concerns related to teaching and learning styles. The time allotted for completion of the survey was ten days from the completion of the fifth month of practicum implementation. Also, a computer software program titled "Learning Styles Inventory" was to be available to teachers and their classes during the first six months of practicum implementation. The computer

management system allowed the writer to document participants' learning styles and provide graphs for individual and group composites.

Two out of four teachers were to report behavioral changes in classroom practices and instruction through implementation of supplementary materials into their curriculums designed to address gender bias in schools. Gender-related materials were to be available for staff to borrow during intervals of two weeks from the school library. A sign-out sheet in the library would enable the writer to monitor and record the materials being supplemented in various subject areas. Also, teachers were to be asked to monitor and log monthly their personal classroom practices and teacher-student interactions using the Teacher's Daily Self Inventory (Appendix F).

In order to identify sexism in teaching materials, teachers were to complete a Checklist for Evaluating Textbooks (Appendix C). Three out of four academic teachers were to evaluate their curriculum texts and other supplementary materials for sex-role stereotyping. During the fifth month of implementation, staff were to review their curriculum texts for sexism and monitor any changes they made in their subject areas through verbal communication with the writer. At the conclusion of the fifth month, a Post Teacher Survey consisting of written open-ended

questions was to be administered to staff with 10 days allowed for its completion (Appendix G). The writer carefully reviewed and shared responses with building principal.

Three out of four teachers were to gain knowledge about people in nontraditional careers through attendance and participation in an eighth grade Career Day consisting of workshops for students and staff. During the fourth month of practicum implementation, a Career Day was to be scheduled and monitored by the language arts coordinator. Teachers were to be encouraged to survey their students for parents interested in speaking on careers traditionally considered to be predominantly male or female-oriented. A Parent Letter was to be sent home with all eighth grade students (Appendix X) explaining the program and occupations considered to be nontraditional in nature.

Three out of four eighth grade language arts teachers were to infuse contemporary vocational materials into the existing career education unit of study. Teachers were to demonstrate increased knowledge and awareness to nontraditional careers through vocational units borrowed from the county vocational center and shared with the writer. Supplementary career units were to be shared with the language arts coordinator who integrated and shared materials with other eighth

grade teachers. Teachers were to be asked to evaluate the supplementary materials by writing up their experiences and sharing them with the writer and language arts coordinator after the career program was completed during the fifth month of implementation.

CHAPTER IV

SOLUTION STRATEGY

Discussion and Evaluation of Possible Solutions

The problem in the writer's workplace was that gender imbalance in curriculum and instruction contributes to sexism, stereotyping and bias. Literature supports the idea that teachers have been taught, like other members of society, that one set of jobs and behaviors is appropriate for boys and another different set is appropriate for girls (Stiff, 1988). Sex bias has a negative affect on both boys and girls in schools and contributes to academic achievement, psychological and physical factors, and career and family relationships (Sadker & Sadker, 1982).

Possible solutions gleaned from the literature include strategies to increase school awareness to the problem of gender bias. When administrators, teachers and support staff become aware of the nature and cost of sex bias in schools, they can make a difference in the lives of boys and girls (Sadker & Sadker, 1982). An important first step in solving this problem is for teachers to become aware of personal biases in classroom practices and instruction. Staff execution of fair nonstereo-typed classroom practices is essential if schools are to create climates of learning which are equitable for all students (National Association of

Secondary School Principals, 1990). The writer shared with the faculty a checklist for recognizing sexist and stereotyped materials, along with a daily self-inventory for monitoring classroom practices.

Teachers need to look at how their students learn and address individual learning styles during class instruction (Center for the Study of Learning & Teaching Styles, 1989/1990). Research shows that schools are structured to meet the needs of male students, and the process by which knowledge is transferred in schools is based on male development (Shakeshaft, Gilligan & Pierce, 1986). There is a need for valuing of women's work and ideas and schools should look at teacher-student interactions, instructional techniques, curriculum materials, and the structure of schools to bring value to the opinions and responses of the female, as well as, the male student.

One possible solution gleaned from the literature suggests supplementing existing curricula with books and materials on women and minorities (Pugliese & Chipley, 1976). Although publishers have taken measures to address the hidden curriculum and subtle messages conveyed by stereotypic values and roles, many textbooks continue to lessen the role of women in history and literature and portray women in passive and limited roles. Some texts omit issues of women altogether and overlook women's work on pioneer farms, the role of women in the

earlier days of the labor movement, the development of birth control and its impact on the American family, and the issues of sex discrimination in society (Sadker & Sadker, 1982).

Another solution to the problem of gender bias is to address the nontraditional careers of men and women. Negative social sanctions may be an important factor in the lack of interest on the part of women to pursue nontraditional careers (Pfost & Fiore, 1990). Lack of knowledge about careers is a deterrent to females. Young boys and girls grow up in a society where sexes are expected to act and react certain ways. Boys are expected to be more aggressive and pursue careers in math and science, whereas, girls should be passive and not strive to be career-minded. Many girls continue to wait for their Prince Charming and ignore the fact that within this decade, females will make up the majority of the workforce while continuing to receive the lowest salaries overall. The Anti-Defamation League (1988) stresses the need to look at men and women in non-traditional career roles.

AAUW (1991) found with a group of 3,000 students in grades 4-10, young people's self-esteem drops during adolescence and this loss is more dramatic for girls than for boys. Historian Kerber suggests a connection between lower self-esteem and curricular omission and bias (AAUW, 1993). Fennema and Sherman reported a drop in both

girls' math confidence and their achievement in the middle grades (cited in AAUW, 1993, p. 4). Home and school provide environments which foster or lower children's level of self-esteem. According to Krupp (1991), parents and teachers need to create a climate providing external and internal sources for building positive self-esteem. Krupp (1991) says that people with high self-esteem achieve at high levels; and the more one achieves, the better one feels about oneself.

Description of and Justification for Selected Solution

Solution strategies for this practicum were selected on their relevancy and applicability to this middle school practicum setting. One possible solution to building girls' self-esteem at the middle school level is to offer programs that are nonsexist and stress the important contributions made by women throughout history. Encourage girls, particularly low socioeconomic and minority girls, career choices to consider other than the traditional low-paying ones like clerical, sales, service, factory or plant jobs. The writer contacted guest speakers to talk to students on various career options, as well as, for being role models for minority students and students coming from lower socioeconomic homes. A letter was sent home with all students in grades 6 - 8 requesting parent volunteers to speak on nontraditional

careers. The writer and eighth grade language arts teachers compiled a list of local resource people who spoke on nontraditional careers and acted as mentors or role models for students interested in various career options. A guest speaker addressed a group of eighth grade girls on the importance of looking at the math and science fields for females. Bulletin board displays in the school reflected nontraditional careers, along with highlighting historical women who have made significant contributions in their field. Eighth grade students and staff participated in a Career Day Forum in order to demonstrate increased awareness of males and females in nonstereotypical careers. The writer chose to focus more heavily on the topic of careers due to its inclusion in the existing language arts curriculum in eighth grade. Although a program on Career Day already existed in the writer's workplace, there was a real need to integrate nontraditional careers to increase student and staff understanding of changing career roles in society today. The solutions addressed the problem that gender imbalance in curriculum and instruction contributes to sexism, stereotyping and bias. Vocational materials were made available to staff for use in curriculum infusion during the second through fifth months of practicum implementation.

The writer gathered information on women in history and literature and disseminated a list of prominent women and minorities

to teachers across the curriculum. Teachers were encouraged to integrate multicultural and gender-fair supplemental materials into existing units of study and not teach women's issues in isolation. The writer shared with staff the importance of valuing the female point of view and relating her perspective to current topics of study. A list of supplementary materials from the Rutger's Gender Equity Center was disseminated to staff, along with suggested teacher packets focusing. on infusion of cooperative activities for gender balance across the curriculum.

The writer developed staff workshops focusing on fair nonstereotyped teaching practices and identification of bias in textbooks and other teaching materials. The writer administered a learning styles inventory to sixth graders in her class for the purpose of identifying individual learning preferences and a group composite. The computer software Learning Styles Inventory was shared with other teachers in the writer's work setting so that staff could identify and increase their understanding of students' preferred learning styles, as well as, their own learning styles. The entire staff was exposed to research supporting the idea that schools are exposing students to bias and sexism through selection of textbooks and reading materials, classroom instruction, teacher-student interactions, curriculum and

course offerings, and school programs students are exposed to. A videotape titled, "Failing at Fairness" was viewed by staff and administrators pointing out how girls are overlooked and become invisible in the classroom (CBS News, 1992). Teachers were able to monitor their personal biases as evidenced on the Self-Assessment inventory during the eight-month implementation of this practicum.

Staff development on bias in textbooks and other educational materials enabled teachers to identify components of materials reflecting bias and sex role stereotyping. The writer shared the Checklist for Evaluating Sexism in Textbooks with staff and asked teachers to determine sexism and stereotyping in their subject area texts. A list of supplementary materials on gender equity and cultural diversity was disseminated to all staff so that these supplements could be integrated into current topics of study.

A committee of staff volunteers addressed the need to offer more school programs related to the roles of women and minorities in society. The committee, along with the writer, developed a staff resource guide of equitable programs and resources to be utilized which deal with gender fairness. The resource guide enabled teachers to have quick access to people and materials that they choose to contact for school assemblies and units of study related to gender balance in curriculum.

Report of Action Taken

The implementation plan of this practicum took place over an eight-month period with questionnaires administered to staff and administration after the fifth and eighth months. The tasks performed during this time included:

1. Collecting supplementary materials related to women and minorities to be infused into subjects across the curriculum. A focus was on women in literature and history and their significant contributions.
2. Conducting staff inservice workshops on gender bias in curriculum and instruction.
3. Contacting the county and state vocational resource centers in order to invite volunteers to speak at the Career Day Forum.
4. Contacting local volunteers to speak to students on non-traditional careers and act as role models for lower socioeconomic and minority students.
5. Organizing a committee of volunteers to address school programs related to issues of women and minorities.

6. Compiling and collating information related to people, materials and programs in developing a resource guide on gender equity for staff implementation.
7. Contacting local, state and national organizations on the issue of gender equity in curriculum and instruction.
8. Preparing bulletin boards on nontraditional careers for men and women.
9. Encouraging teachers and students to bring in current news articles on women for a "Women's Honor Role" display.
10. Contacting local women authors to speak to groups of reading students on their published works.
11. Sharing current journal and newspaper articles related to gender equity with staff and administrators.
12. Gathering information and statistics on percentages of girls and boys from guidance, office staff, drug coordinator and others on topics of academic achievement, poverty level, self-esteem, school drop-out, career choices.
13. Purchasing a computer software Learning Styles Inventory to use with students in the writer's sixth grade reading classes. Program was shared with other staff members in order to identify individual student's learning styles.

14. Attending professional workshops addressing issues of women.
15. Meeting with the District Affirmative Action Committee and becoming an active member.
16. Interviewing and speaking to women and men in various organizations involved in the equitable treatment of males and females.

During the eight month implementation, the writer was actively involved in collecting, organizing and disseminating pertinent information on gender equity to staff and administrators. Teachers were encouraged to read the research on gender equity and reflect on personal biases in classroom practices. A Teacher Questionnaire was developed by the writer to identify teacher attitudes toward women and minorities in their curriculum (Appendix A). During the second month of implementation, staff participated in a workshop addressing gender equity in curriculum and instruction. Teachers analyzed their curriculum texts for bias and sex role stereotyping. Also, a self-assessment of classroom practices sheet was shared with staff in order to consciously monitor personal biases through completion of the sixth-month implementation (Appendix F). After the eighth month, the staff was asked to complete a post-questionnaire for review of a gender fair resource guide and offer feedback on how to make sex equity more of a reality for students in our schools (Appendix G).

During the first month of practicum implementation, the writer met with the building principal to share a proposal for implementation of a gender-fair program. In order to gather and disseminate resource materials on gender equity, the writer's school district became a member of the Rutgers Consortium for Educational Equity. The fee is $100.00 for every three schools in a one-year membership. Initially, there was no funding available for this membership but the principal and assistant superintendent believed it was a worthwhile project and agreed to participate.

Other county and state agencies were contacted for information on gender equity. The biggest supporters for gender equity in the writer's county were the Middlesex County Vocational High School and Rutgers' Consortium for Educational Equity Center. The supervisors for both institutes were more than willing to meet with the writer to discuss plans for implementation of a gender-fair program in the district. The writer was able to gather many materials on famous women in history from the Rutgers' Consortium for Educational Equity, including books, teacher's resource guides, filmstrips and videos. The Rutgers' supervisor also shared resource

people in the field of gender-fariness and women's history with the writer.

The Middlesex County Vocational High School principal was enthusiastic about sharing resource materials with the writer's school district and shared a resource directory which enabled the writer to contact numerous females and males working in nontraditional careers. The vocational high school was equipped with many materials addressing occupational education, gender bias and sexual harassment. This resource center enabled the writer to collect literature on gender equity in schools and was an important catalyst for helping create a career program extending beyond the traditional career choices for boys and girls in eighth grade.

During the first month of practicum implementation, the writer also attended a seminar sponsored by the Montclair YWCA addressing the topic of "Women, Sex and Violence in the Media." This series of workshops reaffirmed the writer's belief and research on gender bias which strongly suggest that television, radio and the music industry impact on young people's attitudes toward males and females. Research indicates that everyone grows up in a society where certain behaviors are appropriate for certain sexes. TV and other media continue to reinforce older sex stereotypes and dramatically affect young boys' and

girls' gender attitudes and behaviors.

The writer was able to meet with the district Affirmative Action officer during the first month of implementation to discuss a district goal on gender bias mandated by the state. The Affirmative Action officer asked the writer to participate on the district's Cultural Diversity Committee giving input on the topic of gender bias in the middle schools. During the eight-month implementation of this practicum, the Affirmative Action officer was supportive in this endeavor and able to disseminate literature on gender bias to staff throughout the district.

During the fourth week of the first month, the writer shared the computer program "Learning Styles Inventory" with her sixth-grade classes comprised of 120 students of varied abilities and backgrounds. Students worked independently on identifying their preferred learning styles and results were shared with administrators, teachers and parents. The math coordinator suggested that results of students' learning styles be shared with guidance counselors and placed in students' permanent folders for review. The writer spoke with specialists in the area of Learning Styles and was directed not to rely so heavily on one learning styles assessment but to alert staff and students to the different ways in which we learn and, at times, modify our learning styles to accommodate

the teaching styles in each classroom. Students should be aware of different styles in learnng but also must learn to vary their learning preferences depending on the learning environment, teacher's teaching style, learning activity, and type of assessment. Students expressed interest in identifying their preferred learning styles during a discussion of important factors that influence learning such as environmental aspects of lighting and temperature, and other factors like preferences for amount of noise level or social interaction patterns.

During the second month of practicum implementation, the building principal and writer shared the computer "Learning Styles Inventory" with the staff. Information on the program was shared with the faculty and encouraged by the principal as an important means of gaining insight into personal and student learning styles. Initially, the computer program for learning styles was placed in the school library to enable faculty easy access to the program. After four weeks, no one had taken the initiative to explore the program. The writer scheduled a meeting with the principal to discuss other options encouraging teachers to use this program. The decision was made to disseminate the inventory by placing a questionnaire in staff mailboxes and returning the inventory to the principal's office. Within two weeks, 30 teachers had responded to the Learning Styles Inventory. It is the writer's belief

that some teachers are hesitant about using the computer and lack confidence in using computer software. Other teachers feel that traditional methods of assessment should dominate the curriculum and often object to newer approaches of which they are unsure. The results of staff learning styles inventories were compiled by the writer and shared with the 30 participants. A computer printout for individual's learning style preferences, along with a description of activities building on individual strengths gave concrete data explaining different learning styles in a simplified manner for use with teachers, students, parents, administrators and guidance counselors.

During the second month, the writer attended a professional seminar "Image and Communication: Skills for Women." Literature was shared with female staff offering suggestions for building self-esteem and leadership skills. During the second week of the second month, the writer organized a Gender Fairness Curricula Committee. A memo was sent to staff explaining the purpose of the committee and encouraging interested staff to contact the writer. A group of 18 faculty members volunteered to participate on the Gender Fairness Curricula Committee. The response was excellent considering that few faculty members in the school volunteer for after school committee work.

The first meeting of the Gender Fair Committee occurred during the third week of the second month of implementation. Committee goals were discussed with members of the committee and the group decided that perhaps the goals could be more effectively implemented if there were three subcommittees addressing the anticipated goals. Committee members volunteered to participate on the committee of their choice which included: Women's History Committee, Career/Vocations Committee, and Gender-Fair Programs Committee. The group agreed to meet in large group once per month while meeting within sub-committees as many times as necessary to meet the goals for gender fairness.

The charge to the Gender-Fair Curricula Committee included the following goals to be completed by the fourth week of the sixth month of practicum implementation:

The three subcommittee objectives, method of procedure, target date, and plan of action were outlined as evidenced in Appendix M .

1. To review current career education unit in eighth grade and extend course objectives to include men and women in nontraditional career roles.

2. To integrate women's studies across the curriculum in order to recognize women's contributions in fields of study.
3. To develop activities related to Women's History Month and expose faculty and students to prominent female figures in history.
4. To foster programs which address violence and/or student sexual harassment in schools.

During the third month of implementation, the writer met with the Language Arts coordinator to discuss an essay contest for Women's History Month (See Appendix V). The writer and coordinator developed criteria for the writing contest and a letter was sent to all teachers of language arts encouraging students to participate in this contest. This year's theme for National Women's History Month was "In Every Generation, Action Frees Our Dreams." The essay contest was open to all boys and girls in grades 6-8 and the primary goal was to promote a more equitable portrayal of women in U.S. history.

The student response to the contest was poor with only eight students school-wide participating. The winner was a sixth grade male who was the recipient of a trophy commemorating Women's History Month and a certificate of recognition. Although the response to this

contest was poor on the part of students, the Language Arts coordinator and the teachers of language arts shared with the writer that students today just are not interested in writing contests and involvement in similar writing contests have drawn a low response from middle school students.

During the month of March, the Women's History Committee displayed prominent women's biographies representing diverse cultures on hall bulletin boards throughout the school. Each member of the Women's History Committee created a display reflecting the theme of "Women In History Month." The bulletin board titles included: A WOMAN'S PLACE IS; FOR THE GIRL GROWING UP TODAY; A PUMPKIN, SIX MICE AND A PAIR OF GLASS SLIPPERS JUST WON'T DO IT; WOMEN CAN MAKE A DIFFERENCE; WOMEN'S HONOR ROLE; WHO ARE THESE WOMEN?; NEVER DOUBT THAT A SMALL GROUP OF COMMITTED CITIZENS CAN CHANGE THE WORLD; WOMEN IN MATH.

During the month of March, various administrators, parents and teachers commented about the importance of women in history and how nice it was to walk into a school and see all boards reflecting the same theme. Many materials used for the bulletin board displays were ordered from the Women's History Project in California and

New Jersey Women's History posters were gathered at the Consortium for Educational Equity at Rutgers University. There are very few publishing companies where materials on women' s history can be ordered. Most teachers have been unsuccessful locating these resource centers and were appreciative of any materials the writer could share with them. The Women's History Project was invaluable during the 8-month implementation and greatly aided the writer in supplying information to the staff and administration on women's history.

The third week of March reflected the theme "Women in History" and celebrated Women's History Month with a school-wide assembly. The guest speaker is an author and research historian who spoke on "Women Spies of the Civil War." The student body was very responsive to the information presented during the assembly and many teachers commented how they had never learned these facts in their history classes while growing up. Numerous female and male staff shared with the writer how women's history had been excluded from history texts while the male role consistently prevailed. One female teacher who is a history minor shared with the writer that she never studied women in history and there were no courses on Women's Studies in her program 25 years ago. On the other hand, the writer

spoke with a twenty-year-old female student majoring in women's studies at a university in the Northeast who stressed how colleges are now addressing women's history and incorporating many of these courses into their programs of study. It appears that women's studies is being addressed at the post graduate levels but continues to be absent from most secondary school programs unless the teacher is sensitive to this topic and integrates women's history into their existing programs. Staff were administered a written survey in order to evaluate the effectiveness of the assembly "Women Spies of the Civil War: (See questionnaire, Appendix J). Staff responses were positive and the majority felt that more assemblies like this are needed.

Prior to introducing the assembly on "Women Spies of the Civil War," a male teacher approached the writer and shared a story related to students in his class attending the assembly. He commented that some students were uninformed about the assembly and asked him what the assembly was about. Smiling at the writer, he proudly boasted, " I told them they were going to listen to fairytales." Another male colleague smiled toward several male teachers during the assembly as the speaker discussed the influence of women spies during the Civil War period. The messages that these male teachers are sending to students is that women's roles in history are insignificant and are not taken seriously by

men. The writer strongly believes that some males have difficulty accepting that women play an important role in history and society. They tend to look at women who are making career strides as having masculine traits like assertiveness, confidence and competitiveness traditionally assigned to men. As observed by the writer, women tend to be much more receptive of inclusion of women's history into the curriculum.

Some men, even male administrators, laugh at the attempt to integrate special units of study geared toward women's studies into school programs. One male administrator commented when the writer asked to have six hall bulletin boards for Women's History Month, " You mean there are that many women to fill six boards." Another male administrator placed the writer's picture on the head of Susan B. Anthony and circulated it in the main office. This kind of behavior and reaction to the issue of women's history clearly reflects feelings of uncertainty and ambivalance toward gender equality. At one point during the 8-month practicum implementation, a flyer was sent to all faculty members about a "Boy's Night Out" social gathering where politically incorrect language would be encouraged. One female teacher reacted by slapping a kiss in bright red lipstick to the flyer placed on the door of the faculty room. Throughout the implementation,

the writer overheard talk and puns related to gender bias in the faculty lounge, hallways, and faculty dining areas.

Due to inclement weather during the first months, the number of missed school days exceeded the norm. The writer requested that Women's History Month be extended into the first few weeks of April. Permission was granted and a second guest speaker was scheduled to talk to eighth grade students on "Woman's Suffrage." The speaker is an author and professor at Columbia University and extremely knowledgeable in the area of women's studies. Both students and staff were impressed with the information she presented and felt the assembly was a worthwhile contribution to the American History curriculum in eighth grade. School administrators and the district's Affirmative Action officer were pleased with the content of the assembly and recommended she be asked to return next year. Also during Women's History Month, posters and books about New Jersey women were displayed in the school library. The librarian was enthusiastic about Women's History Month and shared with the writer several books addressing New Jersey women.

During the third through sixth month of practicum implementation, materials were shared with the social studies coordinator and disseminated to social studies and reading teachers to be incorporated

into their curriculums. During Black History Month the following videos were shared with social studies teachers: Black Women Inventors, Mary Bethune, Sojourner Truth. Only four of the nine social studies teachers signed out materials integrating women's history into the curriculum; two sixth grade teachers, one seventh grade teacher and one eighth grade teacher, all of whom were women. The writer made a copy of Famous Women in History borrowed from the Rutgers Consortium for Educational Equity and gave each social studies teacher in the building a personal copy to retain. The booklet included biographical sketches, questions for review, and suggested activities for lesson plans. Several teachers shared with the writer how helpful the booklet was and their plans for integrating this informatiion into the existing curriculum.

The writer was able to purchase 30 copies of the novel Breaking the Chains authored by Penny Colman in an effort to coordinate literature efforts between reading and social studies curriculums. The books were ordered and delivered during the last month of school which did not allow for teachers to use the novel during this practicum implementation. A seventh grade social studies teacher said she would love to use the books with her classes but was currently reviewing for finals and simply did not have the time. Two reading teachers voiced interest in using the novel next year with their classes and felt it would

give students the woman's perspective that is missing in history books.

During the first week of the fourth month, the Career/Vocations Committee consulted with the Middlesex County Vocational Center to get resource people willing to speak to students on nontraditional careers. A resource directory was shared with the committee listing available males and females speaking on a wide range of career topics. The committee was able to contact four people, three females and one male, to visit the school and become a part of the existing Career Day celebrated annually in the school. The career speakers joined 26 other career speakers representing a variety of occupations for Career Day in May. The Language Arts coordinator emphasized to the audience the importance of exposing students to nontraditional careers and that this year's career celebration was highlighting "People in Nontraditional Careers." A large display board was built by a local carpenter to address nontraditional careers and was placed in the school library for display during Career Day. Materials on nontraditional careers, as well as posters, were contributed by the Middlesex County Vocations Center. The Career Day celebration was a huge success and everyone agreed this was the most successful of all the career day celebrations. The nontraditional career speakers included a male nurse, a female landscape architect, a female forest ranger and a female scientist. The speakers were given positive

feedback from students attending their workshops.

During the fifth month of practicum implemenation, the writer presented workshops on gender bias to faculty, guidance counselors and administrators in her work setting. A memo was sent to all staff from the building principal with assigned schedules for teaching teams to attend the workshops. (See Appendix Q.) School administrators shared with the writer that several building representatives for the Teacher's Association asked if the workshops were mandatory and if staff were required to attend. The building principal's reaction was that the topic of gender bias is both a school and district goal this school year and if anyone cannot attend to please meet with him.

Attendance at the gender bias workshops was taken by administrators and shared with the writer. Eighty out of ninety staff attended the workshops and feedback was very positive from everyone including guidance counselors, teachers and administrators. Lesson plan objectives included:

1. To identify sex bias in teaching behavior.
2. To recognize sex role stereotyping and sexism in texts.
3. To incorporate gender-fair language into classroom instruction.

Each workshop participant was given a manila folder with handouts on the following areas: Self-Evaluation of Non-Sexist Behavior, Analyzing Texts, What is a Non-Sexist Children's Book? and Gender-Fair Language. An overhead projector was used during the presentation to target visual learners and to assist staff in better understanding the concept of gender fairness.

The writer shared information on Title IX with staff and discussed reasons why this amendment was signed into law by President Ford on July 21, 1975. The lesson consisted of informing staff of the unconscious behaviors we project onto students related to stereotyping and sex bias. Participants were asked to look at their personal teaching behaviors to alert themselves to the existence of gender bias. A discussion of the developmental stages of middle school boys and girls emphasized the effects of stereotyping and teacher expectations on students' self-esteem and success in school. Guidelines for nonsexist teaching were shared with the staff and a quiz titled "It's Your Right" was reviewed. Several activities for classroom use were included in teacher packets along with lesson plans for integration of the newspaper and developing bulletin board displays related to gender issues. Staff appeared surprised with information concernng the damaging effects of sex stereotyping on males and females.

A thematic week-long program on "Women in Past and Present Society" was activated during the fourth week of the fifth month of practicum implementation. The Women's History Committee drafted a letter to local business and community volunteers requesting participants to present workshops related to careers or areas of expertise. (See Appendix N.) Members of the committee notified the local Chamber of Commerce and requested a directory of membership. Over 75 letters of invitation were mailed to businesses, women's organizations and equity associations during the fifth month. Response was very good with approximately 15 guests scheduled for presentations.

The 15 guest speakers spoke on a variety of topics incuding; the Holocaust, storytelling, art of chiropractic, poetry, comics and writing, changing attitudes toward working women, health and aerobics, library science, beauty culture and women in art. Students attending the workshops were either selected by their teachers or voluntarily participated due to having a special interest in that subject. Student and staff feedback was positive and encouraging to the committee, and school administrators felt the topics were relevant and appealing to students. All the guests articulated to the writer their satisfaction in working with students in grades 6-8 and indicated an interest in returning next year. The Assistant Superintendent attended several workshop

sessions and shared with the writer and students the importance of these kinds of gender programs and the need to encourage young girls to get the best education possible in preparation for the 21st century.

During practicum implementation, the writer's sixth grade students participated in classroom activities identifying sexism in books and the media, discussing male/female stereotypes, reading female biographies and creating board games related to women's hsitory. One group of girls created costumes for dolls resembling famous women in history. Other groups of students devised sophisticated board games modeled after Jeopardy, the popular TV show. One female student wrote a poem culminating the women's history activities. (See Appendix W.)

Several weeks later, the Assistant Superintendent contacted the writer to present Gender-Fairness workshops to high school teachers. There were 60 teachers in attendance and represented multiple discipline areas, including guidance counselors, physical education department, related arts department, librarians and media specialists, child study team, ESL and foreign language departments, and administrators. On the evaluation forms for this workshop, feedback was positive and participants felt the presentation was worthwhile and relevant. The writer was given a half day in-service for presenting the Gender-Fair afternoon workshop.

During the sixth month of implementation, the district Affirmative Action officer contacted the writer about doing a presentation to a district committee task force comprised of citizens, students, administrators and Town Council members. The writer spoke to the group at an evening meeting held in the township library. The writer shared the kinds of activities being done at the middle school related to topics of gender fairness and diversity. Several committee members voiced strong concern for gender fairness in schools and felt the need to pursue this area again next school year.

During the first week of the sixth month of practicum implementation, the writer was contacted by the assistant superintendent about an equity grant available through the Carl Perkins Foundation. The writer agreed to attend a workshop sponsored by the New Jersey Department of Education in order to better understand the purpose of the grant proposal and its implications for the writer's school district. Although the grant appeared to be geared more toward vocational school programs and older age levels, the writer was encouraged by Department of Education staff to go ahead and apply due to the uniqueness of the writer's school setting for this specific grant. The entire grant proposal took six weeks to develop, critique and gain approval from the school district. It was suggested that the writer hand-deliver the grant

proposal to the Department of Education in Trenton to assure prompt delivery prior to the deadline of July 14, 1994. The writer was never notified regarding the status of the grant by the Department of Education and the recipients of the grant were never shared as well. The total amount of funds requested was $50,124.00. (See Appendix Z.)

The writer attended a Women's History Conference in California during the third week of the seventh month of practicum implementation. The workshops addressed integrating women's history into the curriculum in K-12 school programs. The conference was beneficial and enabled the writer to gain a broader perspective on the subject of women's history and the kinds of activities that are being implemented in social studies classes across the country. The information shared with the participants was enlightening and an excellent resource to share with history teachers in grades 5 - 12. It is reassuring to know that organizations like the Women's History Project are working diligently to further the advancement of women's studies today. Each participant in the workshop received an activity packet for women's history, a resource guide for integrating women in history, and a certificate verifying attendance at the conference. This conference was well organized and a valuable training conference for those educators interested in infusing women's history across the curriculum.

The Gender-Fair Programs Committee was able to contact a spokesperson from the Bar Association to visit the school and speak on school violence. One of the committee members attended a professional day covering the topic of sexual harassment in schools. She was able to schedule two attorneys from the Bar Association who visit schools free of charge addressing topics of violence, sexual harassment, bias and stereotyping. The committee drafted school goals and objectives which were shared with the Bar Association and representatives targeting the topics the committee wanted addressed. Student feedback on the assemblies was positive and many faculty members articulated the importance of having more assemblies on topics of violence and sexual harassment. The school-wide assembly was scheduled during the sixth month of practicum implementation.

The three subcommittees for Gender-Fairness met in large group for the last time during the third week of the sixth month. A luncheon was given for all committee members including school administrators. Committee goals and objectives were reviewed with suggestions for the following school year. Everyone felt that most committee goals had been attained and were satisfied with their accomplishments. Committee members were encouraged to offer input into developing a resource guide on gender fairness to be shared with building staff. (See Appendix I.)

Committee volunteers met during the seventh and eighth months of practicum implementation to gather literature on the topic of gender bias in order to develop a resource guide. The goals of the committee were to organize information that is pertinent to staff needs in the district and to allow easy access to gender-fair ideas and suggested activities for classroom use. There was no funding available for teacher salaries during the summer, so committee members met formally only once per week. The booklet was finally compiled and ready to be sent to the printer during the second week of the eighth month. The resource guides were mailed to each faculty member for review with an attached evaluation sheet for feedback as to plans for integrating gender fairness into their curricular areas.

During the third week of the eighth month, the writer attended a Women's Equality Day 1994 program sponsored by the Department of Community Affairs in Trenton. The purpose was to commemorate the 74th anniversary of the passage of the 19th Amendment, but also to celebrate the 20th anniversary of the Division on Women. In attendance were: Governor Christine Todd Whitman; Secretary of State Lonna Hooks; Katherine Beck, The League of Women Voters of New Jersey; Joyce Kurzweil, New Jersey Advisory Commission on the Status of Women; Margaret Crocco, Co-Author, Reclaiming Lost Ground: The

Struggle for Woman's Suffrage in New Jersey; Alicia Diaz, New Jersey Center for Hispanic Policy Research and Development; Margaret Varma, Director of Leadership Institute for Asian and the Pacific Islanders, Rutgers University.

During the fourth week of the eighth month of practicum implementation, some of the committee members asked when the committee meetings would be starting again for gender fairness. Several female committee members already found professional days geared to women's history and gender issues. One female teacher shared eight separate workshops with the writer that she was interested in attending. A substitute teacher shared a recent news article from the New York Times Book Review, "Popular, Pretty, Polite, Not Too Smart" (September, 1994).

During the fourth week of the eighth month, a new school year was beginning. The writer was assigned a hall bulletin board and decided to include women's history pictures as an incentive for gender fair programs to continue. As the writer was exiting the building during lunch, a male social studies teacher was putting up a display of women's history posters he had ordered on another hall bulletin board. The writer's reaction to his display was, "Thanks. That looks great. I'm so glad you remembered!" On another occasion, while walking down the hall toward

her classroom, the writer overheard a male science teacher comment, "I'm going to assign boys and girls every other seat so that my class isn't gender biased." The next day the writer observed girls and boys sitting one behind the other in mixed groups rather than forming separate boy/girl groups. These observations were encouraging to the writer and reaffirmed the belief that when teachers are exposed to information related to gender fair practices they become more conscious of personal biases that may exist in their behavior, both inside and outside the classroom.

Figure 1. "Women's Honor Role" bulletin board display highlighting Women's History Month in March.

Figure 2. Women's History Month bulletin board display encouraging girls to consider personal and career choices.

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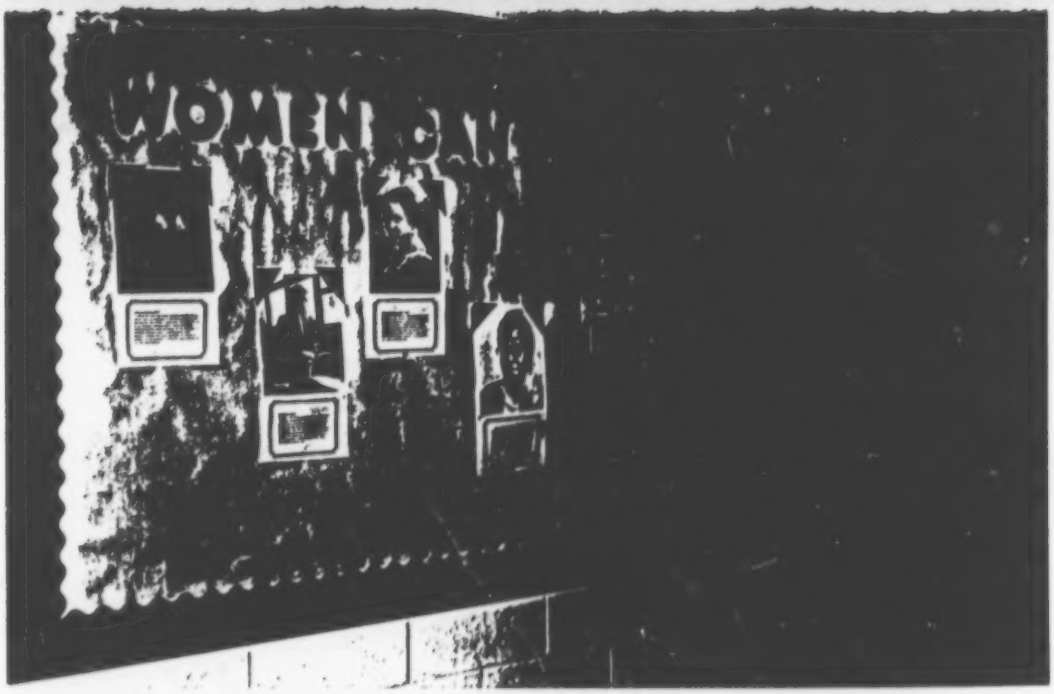

Figure 3. "Women Can Make A Difference" bulletin board highlighting women of different cultures.

Figure 4. "A Woman's Place Is" bulletin board focusing on prominent women in a variety of fields.

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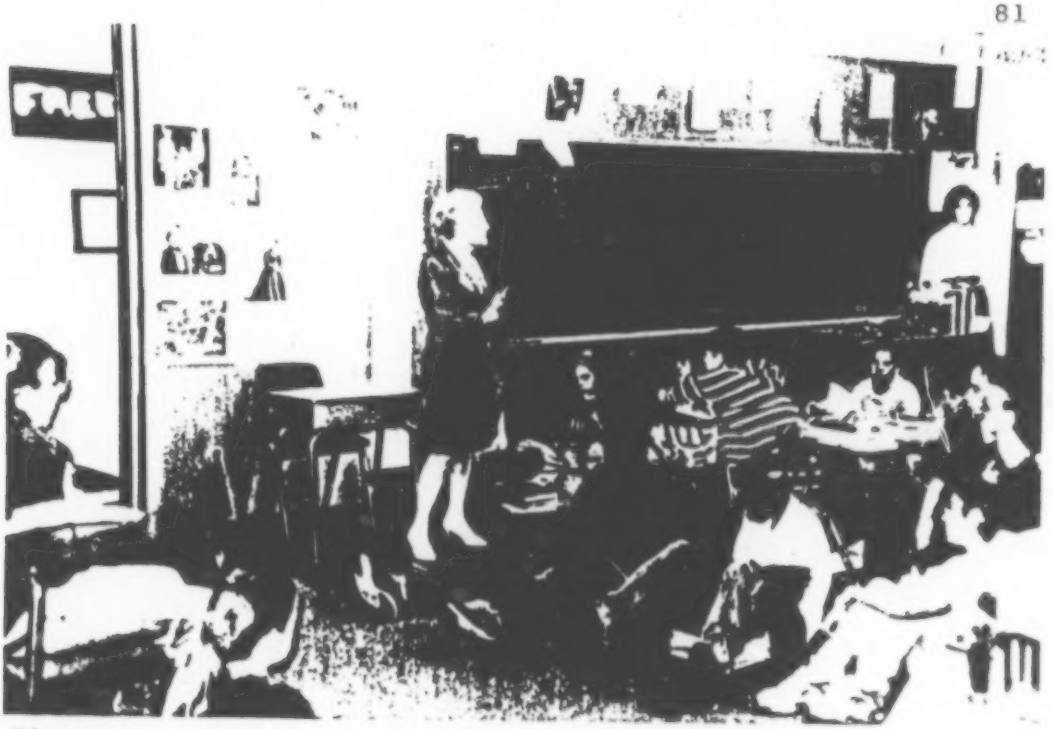

Figure 5. Guest speaker Edna Gordon speaking on the topic of "Changing Attitudes Toward Working Women" during a week-long theme "Women in Past and Present Society." (Sponsor: Amboy National Bank)

Figure 6. Catherine Doty, poet and illustrator, presenting workshops to students in grades 6 - 8. (Sponsor: Jersey Central Power & Light)

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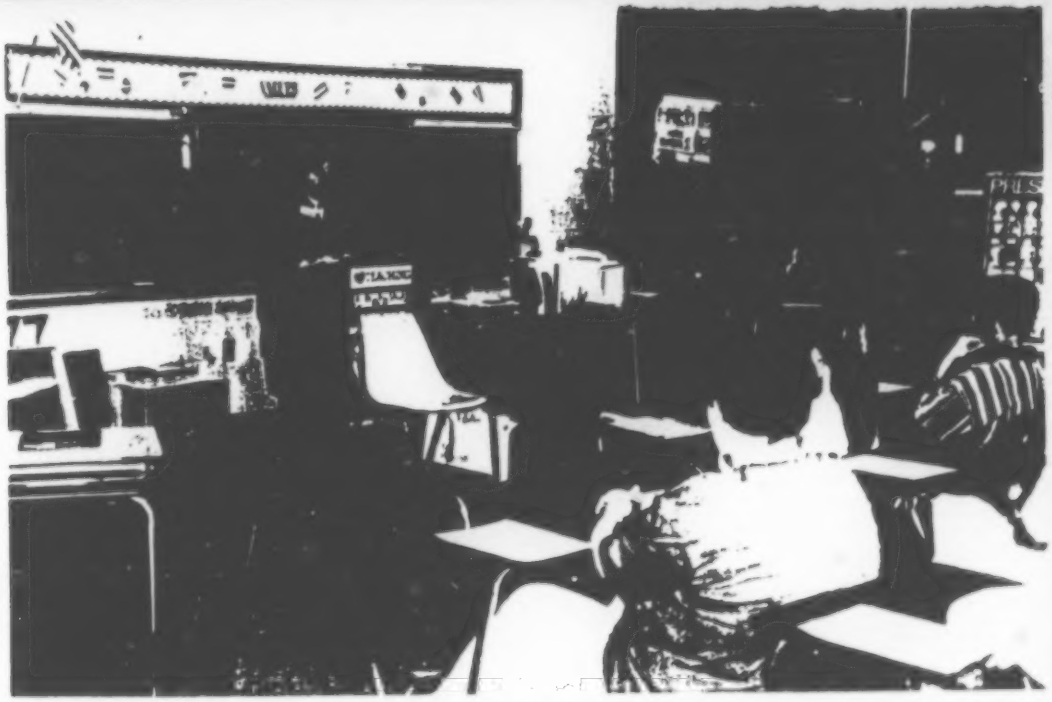

Figure 7. Sharon Gitlitz speaking to seventh grade social studies students on topic "The Holocaust."

Figure 8. Dr. Terri Kahn speaking to eighth grade students on the topic "Health and Chiropractic."

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Figure 9. Rebbeca Abalo, professional storyteller, conducting a workshop on puppetry and storytelling to sixth graders.

Figure 10. Author Penny Colman sharing her published works with teachers, Pat Walsh and Helen Drust, after "Women Spies of the Civil War" assembly.

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Figure 11. Career Day celebration during May held in the learning center accommodating 30 guest speakers.

Figure 12. Wendy Lathrop, land surveyor, representing nontraditional careers.

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Figure 13. Mike Taylor speaking to students on the topic "Careers in Health Care."

Figure 14. A Career Day EXHIBIT highlighting people in non-traditional career fields.

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Figure 15. Joyce E. Gunther Nolan, female forest ranger, speaking to students during Career Day.

Figure 16. Workshop session related to nontraditional careers for boys and girls with hands-on activities for participants.

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CHAPTER V

RESULTS, CONCLUSIONS, RECOMMENDATIONS

Results

The problem in the writer's workplace was that gender imbalance in curriculum and instruction contributes to sexism, stereotyping and bias. The faculty at the middle school level are generally unaware of personal biases in classroom instruction, grouping methods and teacher-student interaction patterns. Most teachers continue to use traditional approaches and textbooks which minimize the roles of women and minorities and neglect to discuss the changing roles of males and females in society today. Research supports the premise that when educators increase awareness of personal gender biases, their behaviors and attitudes reflect a more conscious effort to be equitable in their teaching practices (Sadker & Sadker, 1982).

The writer chose to incorporate activities that would increase staff awareness to gender bias in schools. The goal was to increase staff understanding of gender imbalance in curricula and instruction through staff inservice training, gender programs and equitable resources which integrate women's history and address the changing roles of males and females in contemporary society.

Three out of the four behavioral objectives were achieved. The writer developed the following objectives designed to increase staff awareness to gender bias in school curricula and instruction.

Objective No. 1: By the end of the 8-month implementation period, three out of five teachers will indicate on a Teacher Survey increased understanding of students' learning styles as evidenced on a computer software Learning Styles Inventory.

The first objective was not achieved as evidenced on the computer software program Learning Styles Inventory. Thirty of the ninety teachers chose to participate in the Learning Styles Inventory but were reluctant to complete this task on the computer. The writer typed the 30 participants' responses into the computer program and shared their results. Initially, the school principal expressed to the 90-member faculty that a learning styles inventory was available for their perusal and could be signed out in the school library. There were no staff responses during the first three weeks following this announcement.

During the fourth week of the first month, the writer and principal decided that faculty would be more receptive to a written questionnaire which could be forwarded to the principal's office upon completion of the

individual learning styles survey. This alternative method of assessment proved successful and allowed 30 faculty members substantial encouragement to participate in the program. The results indicated that the participants were interested in identifying their learning styles but most teachers chose not to participate leading the writer to believe that they view this type of assessment as unimportant to classroom instruction. After surveying 75 teachers during an inservice workshop on gender fairness, only 15 out of the 75 teachers voiced they had taken a learning styles assessment, and only 8 teachers had assessed their students' learning styles.

Table V

Inservice Workshop for Secondary Teachers (Grades 7-12)

		Responses	
		Male	Female
1.	How many participants have assessed their students' learning styles?	3	5
2.	How many participants have taken a Learning Styles Inventory like the Myers-Briggs to determine preferred ways of learning.	6	9

n = 75

The writer was able to administer the Learning Styles Inventory to 120 students in her sixth grade reading classes. A computer was borrowed from the computer lab and placed in the writer's classroom for two months so that students could determine their preferred learning styles. Each student received a computer printout to take home and share with his/her parents explaining the different learning preferences and their child's individual learning styles (see Appendix P). Although this inventory is one of many on the market today, it provides students, teachers and parents necessary information for understanding the diverse ways that children learn. The Learning Styles Inventory can be used by students to understand their individual learning styles, but also aid them in modifying their styles to match the teacher's teaching style during instruction and evaluation.

Objective No. 2: Through inservice programs held in the district, two out of four teachers will report behavioral changes in instruction through implementation of supplementary materials into their curriculums designed to address gender bias.

The second objective was achieved and by the end of the 8-month implementation period, two out of four teachers reported participation in

Gender Fairness workshops. Eighty of ninety members of the faculty attended workshops presented by the writer and literature on gender bias was disseminated by the district's Affirmative Action officer. Staff and administrators attended workshops focusing on the following objectives:

1. To identify sex bias in teaching behavior
2. To recognize sex role stereotyping and sexism in texts.
3. To incorporate gender-fair language into classroom instruction.

Teachers, administrators and guidance counselors were given handouts on: Self-Evaluation of Non-Sexist Behavior, Analyzing Texts, What is a Non-Sexist Children's Book, and Gender-Fair Language. Research was shared regarding the latest findings on how girls are shortchanged in schools (AAUW Report, 1992) and other studies conducted by the Sadkers on gender bias in classrooms. The staff was asked to complete a checklist for personal biases and monitor their progress for the remaining two months. Twenty-five teachers shared with the writer that they had identified personal biases in their teaching which they were unaware of prior to participation in the workshops. Since these teachers have become more aware of biases, they are making an effort to consciously alter this behavior. Teachers were surveyed during the completion of the workshops and the results indicated that the

majority believe some of their behavior reflects gender bias in grouping strategies, teacher-student interactions, methods of discipline, or gender-biased language.

The writer shared with the staff how bias can exist in the classroom. Examples of classroom bias include: grading, teacher-student interactions, expectations, questioning and wait time, methods of discipline, language, stereotyped texts, grouping strategies, lack of student exposure to a variety of sex roles, omission of nontraditional careers for both males and females. Teachers were asked to complete the Self-Evaluation of Non-Sexist Behavior and report their findings to the writer. Two out of four teachers reported some form of bias in their teaching behavior at the completion of the eight-month implementation.

Table VI

Gender-Fair Workshops in the Middle School

	Responses		No. in Attendance		Bias in Behavior			
					Yes		No	
	Positive	Negative	M	F	M	F	M	F
Administrators	4	0	3	1	2	0	1	1
Counselors	3	0	2	1	2	1	0	0
Teachers	74	6	38	42	30	30	8	12
Students	0	1	0	1	0	1	0	0
Totals:	81	7	43	45	34	32	9	13

n = 88

A Gender-Fair Resource Guide was disseminated to faculty and administration at the completion of the eight-month practicum. (See Appendix I.) The pamphlet included tips for gender equity programs, sex fair practices in the classroom, ideas for integrating women's history, prominent women, participants in gender equity programs, equity organizations and resource centers. Respondents were asked to complete an evaluation form attached to the pamphlet related to its usefulness and practicality to their curricular areas. Sixty staff members responded to the survey indicating they were pleased with the information shared in the pamphlet. All respondents reported they would recommend this resource pamphlet to other educators, and 58 of the 60 respondents plan to integrate ideas for gender fairness into their curriculums. Staff reported that the ideas they found most useful included; resource centers for ordering materials, suggestions for integrating women's history into the curriculum, and ways in which they can create more equitable class environments.

Objective No. 3: Three out of four teachers, by the end of the implementation period, will recognize sexist and stereotyped materials as demonstrated on the Checklist for Evaluating Textbooks.

The third objective was achieved and three out of four teachers attended a Gender Fair workshop as evidenced on an attendance sheet recorded by school administrators. Eighty of ninety faculty members were given the Checklist for Evaluating Textbooks and asked to peruse their subject texts for gender bias and stereotyping developed by the State of New Jersey, Department of Education. The textbook inventory included a review of illustrations and text, and how many white and minority males and females were represented (see Appendix U). The twenty question checklist addressed roles of children and families, occupations and careers represented by males and females, emotions shown by gender, and main characters and personality descriptions by gender. Most teachers reported gender-fair representations in text but commented that white males continue to dominate pictures and major character roles in textbooks. Two out of four teachers reported a lack of information on the changing roles of males and females in texts, as well as, the omission of female role models to history, science and math texts.

Objective No. 4: Three out of four eighth grade teachers will demonstrate increased awareness of women, men and minorities in nonstereotypical career roles through participation in an eighth grade Career Day Forum, as well as, through infusion of supplementary career units to existing unit of study.

Table VII

Eighth Grade Career Day

	Number in Attendance	
	Male	Female
Traditional Career Presenters	12	12
Nontraditional Career Presenters	2	4
Eighth Grade Staff	12	8
Eighth Grade Students	172	150
Administrators	3	1

The fourth objective was achieved and by the end of the implementation period, three out of four eighth grade teachers attended a Career Day Forum which included women and men in traditional and nontraditional occupations. The Career Day celebration highlighted people in nontraditional careers this year and a large display focusing on nontraditional job opportunities was viewed by faculty and students during this special day. The career education course is an integral part of the eighth grade language arts curriculum. The language arts coordinator was very supportive of the integration of nontraditonal careers to the existing career unit. Two of the three eighth grade language arts teachers were members of the Gender Fair Vocations Committee and were instrumental in expanding the traditional Career Day to include men and women in nontraditional careers. One language

arts teacher was responsible for taking a group of eighth grade girls to a seminar on math and science careers sponsored by AT&T.

The Middlesex County Vocational School shared information on nontraditional job fields with the writer which was forwarded to the language arts coordinator for dissemination to the eighth grade teachers. Videos were viewed by the Career/Vocations Committee, along with the language arts coordinator related to boys and girls selecting non-traditonal fields and the pitfalls many students experience.

The Career Day celebration included 30 guest speakers from a variety of careers. Six of the thirty speakers represented nontraditional fields where seventy-five percent of the workforce is dominated by one sex. The nontraditonal career speakers included: a female forest ranger, a male nurse, a female scientist, a female landscape designer, a female mayor, and female mechanic. These speakers were well received by faculty, students and administration and were an asset to the existing program. Eighth grade teachers participated in the Career Day Program as evidenced on an attendance sheet recorded by the language arts coordinator of the program and verified during career workshop presentations. A luncheon was held following the Career Day celebration in the school library which gave everyone an opportunity to interact on a more personal level with the guests.

Discussion

The results of this practicum support the following conclusions:

1. Teachers sometimes assume that traditional methods of instruction and evaluation should not be challenged until they experience alternate forms of assessment like individual learning styles which aid in defining how students learn.
2. In order for educators to become more gender-fair, they must first look at how boys and girls learn and accommodate this range of behaviors, learning styles and social interaction patterns.
3. Teachers tend to stress fairness in their teaching practices but are sometimes unaware of personal biases which can affect student learning, motivation and success in school.
4. Educators are responsive to the issue of gender fairness in schools but males tend to be less responsive than females.
5. Career education programs at the middle school level should include nontraditional, as well as traditional job

fields for both males and females and assist both sexes in recognizing math and science opportunities available to them.

6. Although textbook publishers are making an effort to integrate women and minorities into their texts, there continue to be predominantly white males represented.
7. Few supplementary books on women and minorities are used by teachers and infused into curricular areas.
8. Gender-Fair Inservice workshops for teachers, counselors, and administrators are important components necessary for affecting change in attitudes and behaviors toward gender bias practices.
9. If schools are to become gender-fair, students need to be exposed to women's history so that girls and boys recognize that females have made significant contributions to society.
10. Girls, as well as boys, need to be encouraged by teachers, parents and guidance conselors and given the confidence needed to pursue math and science fields previously dominated by males.

11. Teachers are motivated to participate on Gender-Fair committees when their suggestions are echoed in school programs.
12. Staff recognize the need to address gender bias in curricular areas and voluntarily integrate equity ideas and activities when information is shared with them.

Recommendations

The practicum writer believes that the most important first step in solving problems of gender bias in schools is to assist teachers, guidance counselors and administators in becoming more aware of personal biases and behaviors in school and classroom practices which affect pupil's self-esteem, career expectations and school success. Schedule consultants to offer inservice training to staff in order to increase understanding of gender bias and its implications on adolescent boys and girls. Staff workshops should focus on classroom teacher-student interactions, instructional techniques and curriculum materials.

A career education curriclum should be developed at the middle school level to expose students to traditional and nontraditonal careers for both males and females. Offer girls alternative career choices to

consider in the fields of math and science other than the traditional low-paying ones like clerical, sales, service, factory or plant jobs.

Gender-Fair resource guides should be made available to teachers and guidance counselors so that equitable materials can be infused into curricula along with test-taking instruments which offer an item analysis reflecting gender-fairness. Educators should contact local, county and state agencies who are familiar with the topic of gender equity and get advice on available gender-fair materials. All states have Gender Equity Education Centers to assist local school districts on discrimination, gender equity and sexual harassment. There may be a minimal fee for membership to these organizations but the results are paramount for districts developing goals related to diversity and gender fairness.

Dissemination

This practicum and its results have been shared with the building principals, staff, Central Administration and Board of Education. The writer hopes to meet with the district's Affirmative Action officer and superintendents to review the current policy on gender equity and Title IX.

A Gender-Fair Resource Guide for teachers, guidance counselors and administrators, developed by the writer, was

disseminated to staff at the two middle schools. Interest has been expressed by the Assistant Superintendent of Curriculum regarding the writer's middle school gender program with recommendations to extend this program to include grades K-12.

At the present time, the district's teaching staff is without a contract for the 1994-95 school year and the Education Association is strongly discouraging staff from participation on curriculum committees. Once contract negotiations are settled, the writer plans to continue meetings of the Gender-Fair Curricula Committee in an effort to integrate women's history and vocational programs addressing men and women in nontraditional careers.

The writer will continue to research equity grant proposals in an effort to fund action plans for career education and women's history projects. These kinds of activities are practically nonexistent in K-12 programs and must be addressed in order to prepare all students for the work force of the 21st century.

The writer has scheduled a meeting with the Assistant Superintendent in order to make suggestions on the importance of gender fairness to school curricula. The writer is looking forward to taking a more active role on district committees addressing topics of

diversity, gender fairness and sexual harassment. There is a need for the Board of Education to adopt a policy on Gender Fairness and develop guidelines to ensure student equity.

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APPENDIX A

TEACHER QUESTIONNAIRE

OLD BRIDGE TOWNSHIP PUBLIC SCHOOLS
CARL SANDBURG MIDDLE SCHOOL
ROUTE 516
OLD BRIDGE, NEW JERSEY 08857

Joseph F. Wydra
Principal

908-290-3889

November 1993

Dear Colleague,

In partial fulfillment of a doctoral study, the attached questionnaire has been developed. The survey focuses on teachers' attitudes toward gender balance in curriculum and instruction. The results gleaned from the survey will enable the researcher to document and determine significant findings in better understanding gender bias in schools.

Your response to the attitude survey will be kept strictly confidential and results will be available at your request. Kindly complete and return the questionnaire to me by Wednesday, November 24.

Your participation is greatly appreciated.

Sincerely,

P. Jean Voorhees

Attachment

TEACHER QUESTIONNAIRE

Sex: _____

Age:_____

Subject taught:_____

1. What percentage of your curriculum addresses the issue of women in active roles?

   A. 80% or more

   B. 40- 80%

   C. less than 40%

2. What percentage of your subject area curriculum include women and their role in history, literature and society?

   A. 80% or more

   B. 40-80%

   C. less than 40%

3. Do you know the preferred learning styles of each of your students?

   A. Yes

   B. No

4. Which grouping method do you prefer most of the time?

   A. cooperative learning groups

   B. whole group

   C. flexible small groups

   D. combination of grouping styles

5. Do you feel that classroom texts depict females in limited or stereotyped roles?

   A. Yes

   B. No

6. Do you believe that boys show more potential toward certain career choices than girls?

   A. Yes B. No

7. What percentage of supplementary books and materials about women are used in your classroom?

   A. 80% or more

   B. 40-80%

   C. less than 40%

8. What percentage of your minority female students demonstrate low self-esteem and are underachievers?

   A. 80% or more

   B. 40-80%

   C. less than 40%

9. Do you feel that school programs address the varied roles of women and their contributions ?

   A. Yes

   B. No

10. Do you think that minority female students are more at-risk in today's society than minority males?

    A. Yes

    B. No

APPENDIX B

STUDENT ATTITUDE INVENTORY

DIRECTIONS: Show how much you agree or disagree with each statement by shading in the corresponding letter using the following code. There are no right or wrong answers.

Mark all of your answers on your answer key. Make your answer marks heavy and dark. Mark only one answer for each question. If you make a mistake or wish to change an answer, be sure to erase your first choice completely.

a = strongly agree
b = agree
c = not sure
d = disagree
e = strongly disagree

1. Studying mathematics is just as appropriate for women as for men.
2. Girls can do just as well as boys in mathematics.
3. I am sure that I can learn mathematics.
4. I think I could handle more difficult mathematics.
5. I have a lot of self-confidence when it comes to mathematics.
6. I'll need mathematics for my future work.
7. Knowing mathematics will help me earn a living.
8. I will use mathematics in many ways when I am an adult.
9. It's hard to believe a female could be a genius in mathematics.
10. Girls who enjoy studying mathematics are a bit odd.
11. I'm not good at mathematics.
12. I'm not the type to do well in mathematics.
13. For some reason, even though I study, mathematics seems very hard for me.
14. Mathematics will not be important to me in my life's work.
15. Taking mathematics is a waste of time.
16. I expect to have little use for mathematics when I get out of school.

APPENDIX C

CHECKLIST FOR EVALUATING SEXISM IN TEXTBOOKS

Go through each text you are planning to use for the points listed below:

	MALE	FEMALE
1. Number of chapters/sections where individuals are mentioned:		
2. Number of illustrations of:		
3. Number of times individuals are shown/described:		
a. using initiative		
b. being independent		
c. solving problems		
d. earning money		
e. receiving recognition		
f. being inventive		
g. observing		
h. being passive		
i. leading		
j. being fearful		
k. being helpless		
l. receiving help		
m. assisting		
4. Number of times adults are shown/described:		
a. in different occupations		
b. with children		
c. teaching skills		
d. commending and directing others		
e. helping/nurturing others		
f. biographically		

5. Ask yourself the following questions:

a. Are males and/or females pictured/described as showing emotion?
b. Are males and/or females described/rewarded for their intelligence and achievements?
c. Is the male pronoun always used for the third person singular referent? (e.g., The individual showed his spirit when put to the test.)
d. Are there any derogatory comments, descriptions or examples directed at males and/or females in general?
e. Are males and females both represented in non-traditional as well as traditional roles and occupations?
f. Are minority and ethnic groups treated naturally instead of stereotypically?

Adapted from Dick and Jane as Victims: Sex Stereotyping in Children's Readers. Copyright © 1975 Women on Words and Images, P.O. Box 2163, Princeton, New Jersey 08540.

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APPENDIX D

NEWSPAPER ARTICLE

Lots of real thing. About kicking and gunplay.

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Children's television: Quantity, not quality

By Christopher Scanlan
INQUIRER WASHINGTON BUREAU

WASHINGTON — From the 24-hour Cartoon Network and Nickelodeon to the Fox Children's Network, children have more television programs targeted at them than at any time since TV sets first appeared in American living rooms. *X-Men. Teenage Mutant Ninja Turtles. Saved by the Bell. Full House.*

But in this case, critics say, more is less.

In 1980, the three major networks were showing 11 hours a week of educational shows, according to a study by Squire Rushnell, a former vice president for children's television at ABC. By 1990, such programming had dwindled to less than two hours a week. Today? "It's less than an hour," he says.

Children's television "remains the video equivalent of a Twinkie. Kids enjoy it despite the absolute absence of any nutritional content," says Rep. Edward J. Markey (D., Mass.), chairman of a House subcommittee that oversees the television industry.

Although the 1990 Children's Television Act requires broadcasters to air "educational and informational programming" for children, Congress and the Federal Communications Commission largely left it up to broadcasters to decide what that meant.

"For three years the act was ignored," Carol Rasco, a domestic policy adviser to President Clinton, told the National Summit on Children and Families in early April. "The same kinds of folks who informed us that ketchup is a vegetable were happy to certify *G.I. Joe* as an educational television program."

■

People have been complaining about TV and its effect on children almost since the first black-and-white sets began appearing in the late 1940s. But the subject of TV and kids is especially volatile today. TV viewing is now considered a key cultural indicator, a likely culprit for everything from obesity to low test scores, to record-high murder and suicide rates among American children. There's even a growing movement by doctors and others to label television violence a public health threat that needs as much attention as guns, drugs and alcohol.

The harshest critics concede that other factors, such as economic woes and family disintegration, are also at work. But the fact remains that TV is more violent than ever and offers fewer opportunities for education, studies show. Critics say that children are routinely presented with stereotypes about women, minorities, the poor and elderly and skewed values about sex, drugs and alcohol.

"This is not something our parents

The main course on children's TV menu today is likely to be a show like *Teenage Mutant Ninja Turtles*, a cartoon that features so many karate kicks and other violence that many parents react as La Atwater of Catonsville, Md., does when her 4-year-old daughter, Caroline, asks to watch. "I just cringe."

University of Washington epidemiologist Brandon Centerwall argues in a new study that TV violence leads to real violence.

He compared homicide rates among whites in the United States, Canada and South Africa between 1947 and 1975. South Africa banned television during that quarter-century.

His findings: A 93 percent increase in the U.S. murder rate, a 92 percent jump in Canada. In South Africa, the murder rate went down by 7 percent. Centerwall considered other explanations for the dramatic increase, such as civil unrest, availability of firearms and economic conditions. "None provides a viable explanation," he says.

"There's a difference between correlation and cause and effect," counters Chuck Sherman, a spokesman for the National Association of Broadcasters.

Centerwall acknowledges that other factors, such as poverty, alcohol and drug abuse, influence violent crime. "Nevertheless," he argues in the Public Interest Quarterly, "the evidence indicates if, hypothetically, television technology had never been developed, there would today be 10,000 fewer homicides each year in the United States, 70,000 fewer rapes, and 700,000 fewer injurious assaults. Violent crime would be half what it is."

■

A more pervasive consequence, researcher George Gerbner argues, is what he terms the "mean-world syndrome" that leaves children frightened and deluded.

Violence saturates children's TV programming far more than the prime-time shows adults watch, says Gerbner, dean emeritus of the Annenberg School of Communication at the University of Pennsylvania.

Gerbner and a research team have been tracking television violence since 1967, counting every time someone hurts or kills or threatens to do so, on television shows. The latest count, as of November 1991: 32 acts of violence per hour during children's programming on network television, compared to four violent acts during prime time.

There is less mayhem on cable, but it's still significant, says Gerbner, who counted 17 acts of violence per hour of children's programs on cable networks.

A chilling breakdown of the violence displayed over 10 Washington stations during one 18-hour period in April 1992. The tally was 1,846 individual acts of violence. Among them: 362 scenes of gunplay; 389 assaults; 673 scenes of punching, pushing, slapping, dragging; 226 scenes of menacing with a weapon, and at least 175 fatalities.

Industry defenders say the history of popular entertainment is full of violence, from fairy tales to Shakespeare. Gerbner responds that the "tragic, symbolic violence" of *Hamlet* has been swamped by "happy violence" that "shows no pain or tragic consequences."

Equally disturbing criticisms come from studies that suggest TV's portrayals of sex and drugs give children the wrong messages.

"For every message on television that says, 'Just say no,' there are six that say: 'Can't sleep, take a drug. Want to lose weight, take a drug. Feeling a little down, take a drug or have a beer or a glass of wine,'" says child psychologist John Condry of Cornell University, who studied drug messages on television for a yet-to-be-released study.

As for sex, another researcher, E.J. Roberts observed, it's "treated as a prelude to or context for violence, or is viewed as an aspect of life to be treated with nervous laughter."

■

Of the approximately 112 hours most people are awake each week, Condry estimates, American children spend about one-third of them — 40 hours — watching television or playing video games on it.

"Regardless of what they watch, children who are heavy viewers tend to read less, play less, be more obese," says Condry in a scathing indictment of television published in the current issue of Daedalus, the journal of the American Academy of Arts and Sciences.

"Television is a thief of time; it robs children of critical hours required for learning about the world, about one's place in it," he says. "That is bad enough, but television is worse than a thief; it is a liar. For the little truth television communicates, there is much that is false and distorted, about values as well as facts."

Consider, for example, how one 10-year-old describes the characters on the popular sitcom *Married ... With Children*.

Says Robert Mauro, of Severna Park, Md.: Dad Al is a "weird shoe salesman." Wife Peg "is mean and takes all his money." Daughter Kelly is "really stupid." Son Bud: "I like Bud. I just think he wants girls."

Under pressure from the White House and Congress, the FCC has begun cracking down on stations that fail to live up to the Children's Television Act, holding up license renewals for stations that said reruns of *The Jetsons* and *The Flintstones* were educational.

"The previous administration's FCC wouldn't enforce the bill, but ours will," Clinton aide Rasco said. Stations cry censorship but have begun to respond.

Walt Disney Studios says it will launch a weekly half-hour children's education show. CBS added *Beakman's World*, a '90s version of the classic *Mr. Wizard* science show, while the Fox

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Violence on Television

Number of violent acts per hour.

32.0

■ Children's

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Where to Write

■ Concerned about what's on television for children? How many hours of educational and informational programming — and what kinds of shows — should stations broadcast? You can send ideas to the Federal

APPENDIX E

GENDER BIAS I.Q.

**As of Oct. 2 women will be Supreme Court Justices changing the percentage to 22%.

GENDER BIAS I.Q.

STARTLING STATEMENTS

1. Women are 52% of the U.S. population.

   How many women are. . .

9 Supreme Court Justices	1 (11%)**
50 Senators	6 (6%)
435 Representatives	47 (11%)
50 Governors	3 (6%)

2. What percentage of secretarial jobs are held by women?

   97%

3. What percentage of sales clerk jobs are held by women?

   75%

4. What percentage of lawyers are women?

   20%

5. What percentage of doctors are women?

   18%

6. What percentage of engineers are women?

   7%

7. What percentage of scientists are women?

   26%

8. Women are 98% of employed dental assistants, what percentage of dentists are women?

   8%

9. What percentage of American women, aged 25-34 are in the labor force?

   80%

10. How many years will the average working woman college graduate, class of 2000 (that's most of you) work in her lifetime?

    30 years

11. What percentage of American women with pre-school children are in the workforce today?

    53%

12. What is the average salary of women working full-time in the United States?

    $18,096 ($348 weekly)

SOURCES...
Stevens 1992-93
Marge Roukema (R) NJ Representative/
Compiled by Project PASE: C.M. Plucinsky

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OCTOBER 1993

APPENDIX F

SELF-ASSESSMENT OF BIASED ATTITUDES

TEACHER'S DAILY SELF-INVENTORY

1. Did I smile at my students and reflect a pleasant and positive attitude? Yes_ No_
2. Did I greet my students at the door? Yes_ No_
3. Did I make physical or eye contact with my students? Yes_ No_
4. Did I treat all students with respect and dignity today? Yes_ No_
5. Did I make sure that students understood all of my directions today? Yes_ No_
6. Did I handle conflict effectively when it occurred today? Yes_ No_
7. Did I compliment students about their motivation, character traits, deeds or actions? Yes_ No_
8. Was I sensitive to my students' needs? Yes_ No_
9. Did I treat each student as a unique individual? Yes_ No_
10. Did I treat boy and girl students equally? Yes_ No_
11. Did I nurture myself during the day so my own self-esteem was maintained? Yes_ No_

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APPENDIX G

POST TEACHER SURVEY FOR GENDER FAIRNESS

POST TEACHER SURVEY FOR GENDER FAIRNESS

Please complete the following questions as honestly and concisely as possible:

1. Did you identify your preferred learning style using the computer software program "Learning Styles Inventory" in the library?

   A. Yes B. No

2. What is your preferred learning style?

3. Were you able to have your students identify their preferred learning styles using the computer software program?

   A. Yes B. No

4. By being able to identify the preferred learning styles of your students, do you feel that classroom instruction can be adjusted to better meet students' individual needs?

   A. Yes B. No

5. How have you modified classroom instruction to meet individual student's needs? Give examples of how you have changed your teaching styles approach to improve instruction for students having different learning styles.

6. What supplementary materials related to gender fairness were you able to implement in your subject area this year?

7. After evaluating your textbooks for sexism, what suggestions for improvement would you make to the publishers?

8. How did you go about integrating women and their contributions into your curriculum area? Did you teach a special unit on women in history or use some other approach in addressing the inclusion of women?

9. Briefly share a lesson plan designed to address the topic of stereotyping, women in literature or history, nontraditional career roles for men and women, or other issues facing women today which you have incorporated into your curriculum this year.

10. How have you demonstrated increased awareness of gender bias in personal teaching practices and/or teacher/student interactions?

APPENDIX H

GENDER REPRESENTATION IN SIXTH GRADE READER

Gender Representation in Sixth Grade Reader

	Representation	
	Males	Females
1. Authors of stories in text		
2. Historical figures and well known people in the arts, sports, literature and science		
3. Number of times individuals are shown in pictures/illustrations		
4. Individuals depicted as main characters		

APPENDIX I

RESOURCE GUIDE FOR PROMOTING GENDER FAIRNESS IN SCHOOLS

PROMOTING GENDER FAIRNESS IN SCHOOLS

A Resource Guide for Teachers, Counselors and Administrators

Prepared by P. Jean Voorhees
Carl Sandburg Middle School
Old Bridge, New Jersey

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Foreword

This pamphlet provides a series of suggestions to assist educators in creating school environments that are free of gender bias and stereotyping. A first step in eliminating sexism is to recognize personal biases and consciously address gender equity on a routine basis in classroom and school practices.

Some of the suggested activities listed in this guide were implemented at Carl Sandburg Middle School this past year and met with overall approval from faculty and administration. The Gender Equity Committees helped set a positive tone toward gender issues in the building and facilitated positive change in gender equity programs.

Introduction

Educators recognize that students are heterogeneous and come from different ethnic, racial, and class backgrounds. These backgrounds compounded by complexities of gender dramatically impact self-esteem and attitudes toward learning. How these students experience themselves and their world affects their learning styles, career expectations and amount of success in school.

In preparing students to function in the Information Age, we face many challenges. Students, both girls and boys, must be equipped with problem-solving skills critical to the workforce of the 21st century. All students need to participate in rigorous academic work, and regardless of sex, be encouraged to realize their potential and the many career opportunities accessible to them.

Sex Fair Practices in the Classroom

1. Maintain standards for the acceptance of behavior for boys and girls that are the same and not sex biased.
2. Give equal time to girls and boys when asking questions by allowing students to elaborate and respond to higher level and critical thinking questions.
3. Treat all students with respect for individual differences of ethnicity, race, class and sex.
4. Base expectations of student academic performance on individual needs, interests, and abilities, not on gender.
5. Recognize that girls, as well as boys, can succeed in the areas of math and science. Allow both sexes to set up lab activities.
6. Arrange grouping strategies that encourage cooperative mixed groups of boys and girls, and do not segregate students by sex.
7. Use gender-fair language in the classroom. When reading text containing sex bias or stereotyping, help students identify the sexist language.
8. Practice gender-fair teaching daily. Be aware of the physical arrangement of your room, teacher-student interactions, integration of sex-fair materials in the curriculum, and communication of verbal and nonverbal language.

Tips for Gender Equity Programs

1. Invite men and women in nontraditional careers to speak to students during a Career Day Celebration of a team-teaching study unit.
2. Celebrate Women's History Month during March by highlighting prominent female figures and using this theme for school-wide displays.
3. Schedule one week during the year to participate in a school/business partnership by inviting business and community volunteers to visit the school and speak to students on their careers or topics related to health and gender issues.
4. Contact local, county, and state social and law enforcement agencies to speak on topics of school violence or sexual harassment.
5. Invite local authors and historians to speak on women's history topics like "Women Spies of the Civil War" or "Woman's Suffrage." History texts tend to minimize women's contributions to history.
6. Schedule a police officer to discuss topics of bias and stereotyping which contribute to racism and discrimination.

7. Contact people in the areas of math and science to speak to girls and boys on the importance of pursuing careers in these fields.
8. Meet with the building principal and school Parent Teacher Association and schedule a Gender Equity Forum consisting of professionals and consultants speaking on gender issues.
9. Schedule workshops addressing the importance of building student's self-esteem as it relates to child development during the middle school years.
10. Invite parents and grandparents to speak on their ethnic heritage and the traditional roles of men and women in their cultures.

Ideas for Integrating Women's History Into The Curriculum

1. Supplement the text with assigned readings from novels, biographies, newspapers and magazines on women in past and present society.
2. Discuss prominent women like Elizabeth Blackwell, Sojourner Truth, Nellie Bly, Clara Barton, Sacajawea, and Eleanor Roosevelt and note their accomplishments.
3. Ask students to examine the contents of books from the library and evaluate ways in which women are represented in older and newer publications.
4. Incorporate the contributions of women and minorities through a multicultural study unit.
5. Promote themes of diversity, equality and multiculturalism in bulletin board displays, class projects and lesson plans.
6. Discuss the traditional roles of women as homemakers, and how male and female roles have changed over time.
7. Invite female guest speakers and community volunteers to talk about their professions or the changing roles of women and men in society.
8. Ask students to present a book report on the accomplishments of female historical figures.

9. Examine bias in books, television and newspaper ads and discuss how stereotyping affects perceptions of gender roles (e.g., girls recognized for their beauty and boys for their athletic ability).
10. Ask students to create projects related to women's history by producing board games, timelines and posters or role-play major events in women's lives.
11. Assign students to rewrite fairytales or folktales where the main character is female. How would the story differ from the original? Would a female main character resolve problems differently than the male character?
12. Create an activity consisting of a patchwork quilt bulletin board displaying individual student's art work reflecting personal and ethnic experiences.

Prominent Women In History

* Betty Friedan
* Frances Perkins
* Eleanor Roosevelt
* Nelly Bly
* Babe Didrikson Zagarias
* Mary Harris Jones
* Shirley Chisholm
* Margaret Mead
* Julia Ward Howe
* Harriet Beecher Stowe
* Maria Mitchell
* Emily Dickenson
* Belle Boyd
* Belva Lockwood
* Louisa May Alcott
* Gwendolyn Brooks
* Helen Keller
* Chievn-Shiung Wu
* Queen Lilluokalani
* March Fong Eu
* Dolores Huerta
* Mary Katherine Goddard
* Carry Nation
* Annie Oakley
* Sacajawea
* Belle Starr
* Abigail Adams
* Pocahontas
* Molly Pitcher
* Phyllis Wheatley
* Clara Barton
* Elizabeth Blackwell
* Dorothea Dix
* Sojourner Truth
* Elizabeth Cady Stanton
* Susan B. Anthony
* Harriet Tubman
* Pearl Buck
* Margaret Mead
* Mary Cassat
*Rachel Carson
* Jovita Idar

Gender Fair Committees, Spring, 1994

Career and Vocations Committee

Susanne DeSimone

Veronica Jarocki

Margaret Lessa

Women's History Committe

Frankye Clarke

Judy Dux

Sandra Griffin

Sheila Holsten

Nancy Zavoluk

Marina Zocks

Gender-Fair Programs Committee

Marcia Bartolf

Paula Eisen

Jeff Holsten

Phyllis Jonsen

Joseph Kachurick

Richard Mould

Edward Scanlon

Jean Voorhees, Chairperson

Carl Sandburg Middle School Administration

Joseph Wydra, Principal

Charles Gordon, Assistant Principal

Michael DeSimone, Assistant Principal

Participants in Gender Equity Program

Presenter	Topic
Rebbeca Abalo Professional Storyteller	Storytelling
Phyllis Church Librarian Old Bridge Library	Library Science As A Career
Donna Fletcher, Author Community Relations Coordinator - Borders Bookshop	Contemporary Women's Fiction
Catherine Doty Poet & Illustrator Sponsor: JCP&L	Comics and Writing
Edna Gordon CRA/Compliance Manager Amboy National Bank	Changing Attitudes Toward Working Women
Dorothea Fresco Art Educator/Consultant South Jersey Alliance for Gender Equity	Images of Women In Art
Penny Colman Author	"Women Spies of the Civil War"
Margaret Crocco Author	Woman's Suffrage
Catherine Doty Poet and Illustrator JCP&L	Poetry and Writing

Participants in Gender Equity Program

Presenter	Topic
Dr. Terri Kahn Chiropractor	Health and Chiropractic
Sharon Gitlitz Teacher/Accountant	The Holocaust
Carol Steider, Teacher Girl Scout Leader & Trainer Monmouth Council	Activities Available to Girls Through Scouting
Valerie Downing Aerobics Instructor Fitness Professional The Racquet Place	Fitness and Building Self- Esteem
Sharon Gallo Teacher/Beauty Culture Cedar Ridge High School	Careers in Hairstyling and Barbering
Joyce E. Guenther Nolan County Park Ranger	Park Rangers
Charlene Mason, Scientist Johnson Pharmaceuticals	Career as a Scientist
Wendy Lathrop Land Surveyor	Land Surveying
Mike Taylor Health Care/Patient Care Assistant	Careers in Health Care

Equity Organizations and Resource Centers

* **Consortium for Educational Equity**
  Rutgers University, Kilmer Campus
  New Brunswick, NJ 08903
  (908) 932 - 2071
* **Middlesex County Vocational High School**
  618 New Brunswick Avenue
  Perth Amboy, NJ 08861
  (908) 293-0510
* **American Association of University Women**
  2401 Virginia Avenue, NW
  Washington, DC 20037
  (202) 785-7700
* **The Feminist Press at the City University of New York**
  311 E. 94th Street
  New York, NY 10128
  (212) 360-5790
* **Women's History Project**
  7738 Bell Road
  Windsor, CA 95492
  (707) 838-6000
* **Girl Scouts of the United States of America**
  830 Third Avenue
  New York, NY 10022
  (212) 940-7500

EVALUATION FORM
Responses to Gender Fairness Pamphlet

Name: (optional) _____ **Sex:** M F

Age Level: (21-30) (31-40) (41-50) (51-60) (over 60)

Title: School Administrator Guidance Counselor Teacher

Grade Level: Elementary Middle School High School

1. Do you find the information in this pamphlet helpful? **Yes** **No**

2. Do you plan to integrate any of these ideas for gender fairness into your curriculum or work setting? **Yes** **No**

3. Which ideas or activities do you find most useful in your subject area?

_____

_____

_____

4. Would you recommend this pamphlet as a resource for other educators? **Yes** **No**

Reason:_____

_____

_____

Please return this evaluation form to: Jean Voorhees
Carl Sandburg Middle School
Route 516
Old Bridge, N J 08857

APPENDIX J

SCHOOL PROGRAM EVALUATION

CARL SANDBURG MIDDLE SCHOOL

To: All Teachers
From: Jean Voorhees
Date: March 29, 1994
Re: **School Program Evaluation**

Name (Optional): _____ Subject Taught: _____

Date: _____ Grade : _____

1. Was the assembly on Women Spies of the Civil War educational? Yes ___ No ___

2. Was the information presented clearly to middle school students? Yes ___ No ___

3. Do you feel this assembly helped students increase their awareness of women in history? Yes ___ No ___

4. Were you able to discuss the topic of women's history related to the assembly with any of your classes? Yes ___ No ___

5. Do you think there is a need for more assemblies related to this topic? Yes ___ No ___

6. What did you especially like?

_____

_____

7. What did you especially dislike?

_____

_____

8. How did your students respond to the assembly during and after the presentations? Place an **X** on the line indicating the degree of student response related to this assembly.

Extremely Well Average Extremely Poor

|_____|

Return to the main office as soon as possible. Thank you.

APPENDIX K

GENDER-FAIR COMMITTEE MEETINGS

GENDER-FAIR CURRICULA COMMITTEE MEETING

MARCH 14, 1994

AGENDA

I. Review of Committee Goals

II. Sub-Committee Reports

- A. Women's History
- B. Career/Vocations
- C. Gender-Fair Programs

III. Women's History Activities

- A. Bulletin Boards
- B. Essay Contest (Marge)
- C. Assembly "Women Spies of the Civil War" Presented by Penny Colman (March 21, 1994)
- D. Topic "Woman's Suffrage" presented by Margaret Crocco in April
- E. Local female authors to speak to select groups in May
- F. Women's History Project for Students
  Teams of 2-6 students will create a project related to prominent women in history.

IV. Suggestions for Discussion

V. Sub-Committees: Plan of Action for 1993-94 school year and 1994-95 school year

VI. Next Meeting: _____

GENDER-FAIR CURRICULA COMMITTEE MEETING

APRIL 11, 1994

AGENDA

I. **CALENDAR OF UPCOMING EVENTS**

- A. Margaret Crocco (April 29) - Topic of Woman's Suffrage to Eighth Grade Students
- B. Career Day (May 20)
- C. In Celebration of Women (Last Week in May)
- D. May Assembly on Violence - Female Attorney
- E. June Assembly on Violence and Harassment - Representative from the Bar Association

II. **VIDEO-SCHOOL VIOLENCE**

III. **SUGGESTIONS FOR PLAN OF ACTION DURING 1994-95 SCHOOL YEAR**

- A. Invite Parents from Various Cultures to visit the School and Share Social Skills of their Culture with Students (Phyllis Jonsen)
- B. Create a Peer Intervention Program to Address School Conflict (Marcia Bartolf)
- C. Grant Proposal to Raise Funds for Gender-Fair Programs in the School (Paula Eisen)
- D. Panel of Women to Speak Representing Various Races and Cultures (Frankye Clarke)

IV. **MATERIALS AVAILABLE THROUGH THE RUTGERS EQUITY CENTER RELATED TO WOMEN IN HISTORY AND SOCIETY AND CAREER OPPORTUNITIES (APRIL - JUNE).**

APPENDIX L

LETTER TO STAFF ON GENDER-FAIR COMMITTEE VOLUNTEERS

OLD BRIDGE TOWNSHIP PUBLIC SCHOOLS
CARL SANDBURG MIDDLE SCHOOL
ROUTE 516
OLD BRIDGE, NEW JERSEY 08857

February 1994

Dear Faculty,

A committee is currently being organized to address gender equity in curriculum at the middle school level. Committee tasks will focus on integrating equitable programs for girls and boys which build self-esteem and enable students to visualize rewarding and self-reliant futures. The Gender-Fair Committee will meet approximately once per month after school in the Learning Center for the next five months.

If interested, your input and/or participation on the committee would be greatly appreciated. Remember, it is the significant efforts and strides made by teachers that drive curriculum outcomes and ultimately effect change in school programs.

Sincerely,

Jean Voorhees

Jean Voorhees

☐ Would like to participate on committee.

☐ Would not like to participate on committee but would offer suggestions.

Name: _____

APPENDIX M

GENDER-FAIR SUBCOMMITTEE GOALS

GENDER-FAIR CURRICULA COMMITTEE MEETING
February 8, 1994

AGENDA

I. Review of Charge to Committee (attached)

II. Sub-Committee Groups (attached)

A. Career Vocations Committee

B. Women's History Committee

C. Gender-Fair Programs Committee

III. Concerns/Suggestions for Discussion

IV. Next Meeting _____

CARL SANDBURG GENDER-FAIR CURRICULA COMMITTEE

Charge to Committee:

1. To review current career education unit in eighth grade and extend course objectives to include men and women in nontraditional career roles.

2. To integrate women's studies across the curriculum in order to recognize women's contributions in fields of study.

3. To develop activities related to Women's History Month and expose faculty and students to prominent female figures in history.

4. To foster programs which address violence and/or student sexual harassment in schools.

CAREER/VOCATIONS COMMITTEE

Objective: To review current career education unit of study and incorporate nontraditional career roles for males and females.

Target Date: May, 1994

Procedures: The committee's method of procedure in fulfilling its task includes:

1. To review language arts objectives for the career unit and include several objectives related to men and women in nontraditional career roles.
2. To recruit guest speakers representing nontraditional careers to speak to eighth graders on Career Day.
3. To compile a list of local resource people, parents or business partnerships willing to contribute their services to the career program.
4. To develop a bulletin board related to nontraditional careers for men and women during the month of May.
5. To expose groups of girls to the fields of math or science by taking a class trip or inviting guest speakers to discuss the importance of females in the workforce.
6. To create a display of nontraditional career choices for men and women for Career Day in May.

Plan of Action:

WOMEN'S HISTORY COMMITTEE

Objective: To develop activities related to Women's History Month and expose students and faculty to prominent females in history and their roles in society.

Target Date: March, 1994

Procedures: The committee's method of procedure in fulfilling its task includes:

1. To display bulletin boards related to women in history during Women's History Month in March.
2. To recruit community resource women to speak at an assembly in March (e.g., women's organizations: YWCA, Business and Professional Women, elected officials, arts/crafts clubs, Girls Scouts of America, etc.).
3. To show films or slide shows on women's history to students at an assembly.
4. To sponsor an essay contest during Women's History Month titled "In Every Generation, Action Frees Our Dreams." Winner will receive a certificate/prize.
5. To devise a quiz about women and offer prizes to winners.
6. To organize a school assembly to include guest speakers, students role-playing women in history, teachers dressing as famous women from history, video for Women's History.
7. To contact a local historian to speak to selected groups during the month of March.

8. To organize arts and crafts demonstrations in the Learning Center which include: quilting, crocheting, knitting, candlemaking, etc. (traditional and contemporary women's arts and crafts).
9. To invite local women authors to speak to select groups during Women's History Month.

Plan of Action:

GENDER-FAIR PROGRAMS COMMITTEE

Objective: To foster school programs addressing violence and/or student sexual harassment which influence self-esteem and feelings of well-being.

Target Date: June, 1994

Procedures: The committee's method of procedure in fulfilling its task includes:

1. To review current school programs and develop strategies to address gender-fairness. List possible suggestions for ways to eliminate sexism, bias and stereotyping in school programs.
2. To contact local, county and state resource people for literature related to gender-fair education.
3. To organize a school-wide assembly focusing on school violence and/or student sexual harassment.
4. To look at ways we can foster self-esteem for boys and girls which will improve academic performance and school success.

Plan of Action:

APPENDIX N

SCHEDULING GUEST SPEAKERS AND BUSINESS PARTNERSHIPS

OLD BRIDGE TOWNSHIP PUBLIC SCHOOLS
CARL SANDBURG MIDDLE SCHOOL
Route 516
Old Bridge, New Jersey 08857

Joseph F. Wydra
Principal

908 290-3889

March 4, 1994

Mrs. Penny Colman
146 Cambridge Avenue
Englewood, New Jersey 07631

Dear Mrs. Colman,

You are scheduled as a guest speaker on the topic of "Women Spies During the Civil War" on Monday, March 21. Three assemblies for students in grades 6, 7 and 8 will begin at 9:15 a.m. and consist of forty-minute segments which will conclude at 11:35.

Period 2	9:15 - 10:02
Period 3	10:05 - 10:49
Period 4	10:53 - 11:35

If you need a slide projector or other equipment, please contact me prior to your presentation.

Your fee of will be paid on the scheduled date. I also informed the staff of your willingness to answer questions following the assemblies.

I look forward to speaking with you over lunch.

Sincerely

Jean Voorhees

Jean Voorhees
Gender Equity Committee

Old Bridge Township Public Schools
CARL SANDBURG MIDDLE SCHOOL
Route 516, Old Bridge, NJ 08857

908-290-3886

April 9,1994

Dr. Margaret Crocco
Military Hill drive
Morristown, NJ 07960

Dear Dr. Crocco:

You are scheduled to speak on the topic of Woman's Suffrage to a group of 300 eighth grade students on Friday, April 29. The assembly will run from 9:15 - 10:00 a.m.

You may want to arrive at the school early enough to set up any audio-visuals necessary for your presentation. Once you check in at the main office, please go directly to the LGI (Large Group Instruction) where the assembly will be held. An overhead projector has been reserved for your use and if any other materials are needed, please contact the school.

As we previously discussed, a check in the amount of will be awaiting you that day. I look forward to your presentation.

Sincerely,

Jean Voorhees

OLD BRIDGE TOWNSHIP PUBLIC SCHOOLS
CARL SANDBURG MIDDLE SCHOOL
Route 516, Old Bridge, New Jersey 08857

Joseph F. Wydra, Principal **908-290-3889**

May 2, 1994

Dear Sir or Madam:

The goal of our committee for the 1993-1994 school year is to integrate women's studies across the curriculum in order to recognize the important contributions women have made in various fields. We strongly believe that students need to increase their understanding of women's roles in past and present history. Textbooks continue to diminish the importance of females and the media stereotypes men and women in traditional career roles, even though approximately 52 percent of the workforce today is female.

We would like to invite you or someone from your organization to visit our school as a guest speaker during the week of May 23 - 27, 1994. You will be responsible for speaking to small groups of 15-25 students on a topic related to "Women in Past and Present Society." Some suggested topics or activities for your program may include women's traditional work like: knitting, crocheting, pottery, arts and crafts, storytelling; or personal experiences related to the Holocaust or other traumatic experiences which people have encountered, or health and fitness issues facing young people today. Participants may share their expertise in a Real Aloud Program, or self-awareness and self-esteem workshops to further enlighten students to careers and the many opportunities available to them. If your presentation or activity requires more than the typical 30 - 40 minute time frame, a schedule can be arranged for your individual needs.

Our program is an attempt to develop an outreach program with the Old Bridge community in order to facilitate increased school-community relations. The names of participating organizations will be recorded in a resource directory to be shared among Old Bridge faculty, administration and community at large. We look forward to your response to our invitation and know your expertise and support will be valued by students, parents, faculty and administration.

Respectfully yours,

Gender Fair Women's History Committee
Frankye Clarke Judy Dux Jean Voorhees (Chairperson)
Sandra Griffin Sheila Holsten Nancy Zavoluk
Marina Zocks

Name of Organization: _____

Presenter's Name: _____

Topic or Activity: _____

Available Date/Time to Visit the School: _____
(Specify preferred day of week - May 23-27) _____

Yes, I am available to participate in this program. _____

No, I am unable to participate in this program. _____

*If you have any questions regarding this program, please call Jean Voorhees at Carl Sandburg Middle School (908 - 290 -3886).

OLD BRIDGE TOWNSHIP PUBLIC SCHOOLS
CARL SANDBURG MIDDLE SCHOOL
ROUTE 516
OLD BRIDGE, NEW JERSEY 08857

Joseph F. Wydra
Principal

908-290-3889

May 13, 1994

Dear _____:

You are scheduled as a guest speaker related to "Women in Past and Present History" on _____ (day of week) at _____ (time of day) to speak on the

topic of _____.

Kindly report to the main office when you arrive where you will be greeted by a student escort and directed to your assigned classroom.

We look forward to meeting with you and sharing ideas and experiences regarding your topic.

Respectfully yours,

Jean Voorhees

Jean Voorhees (Chairperson)
Gender Fair Women's History Committee